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ABSTRACT

In February 2001, a survey was conducted to determine satisfaction of stakeholders in Alberta's learning system. Telephone interviews were held with random samples of: parents, high school students, parents of children with severe special needs, parents of students with mild or moderate special needs, the general public, adult learners, and school non-attendees. Approximately 4,000 people were selected for each of these segments, and response rates were high. Survey responses were generally similar to those of the previous year, although when there were differences, the differences tended to reflect increases in satisfaction. Overall satisfaction with Alberta's learning system continued to remain high--similar to the levels reported in 2000. Parents of students with special needs were not generally as satisfied as parents of students in the general school population, but they did think the system offered high quality learning opportunities. The vast majority of parents and high school students agreed that teachers are using appropriate strategies, and are setting appropriate learning expectations and standards. High school students and adult learners thought that the system was preparing them for the employment world. Overall, those who participated in the learning system reported higher satisfaction with receiving value for money than those who did not. Satisfaction that the schools are both safe and caring continued to be high for parents and students. Five appendixes contain the interview instruments, profiles of respondent groups, discussion of ease of access to special needs services, and a table of confidence bounds. (Contains 15 figures and 41 tables.) (SLD)

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SATISFACTION WITH LEARNING IN ALBERTA

A Quantitative Report
FINAL

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EXECUTIVE SUMMARY

In February 2001, Criterion Research was commissioned by Alberta Learning to conduct satisfaction surveys with stakeholders in Alberta's learning system. Telephone interviews were conducted with random samples of parents (ECS – Grade 12), high school students, parents of children with severe special needs, parents of children with mild/moderate special needs, the general public, and adult learners and non-attendees. Key results from these surveys provide data for performance measures in Alberta Learning's business plan, and will be reported in the Ministry's 2001 Annual Report.

MAIN FINDINGS

Of the 89 measures presented in the Key Findings Across Respondent Groups section, regarding the performance measures for the business plan goals, the majority have remained similar to results from research conducted in 2000. Where there were differences compared to 2000, those differences tended to be positive increases in agreement/satisfaction.

Table A: 2001 Results Compared to 2000 Results by Business Plan Goals

	Number of Measures Where Results...		
Business Plan Goals	**Increased***	**Remained the same***	**Decreased***
High quality learning opportunities	5	26	4
Excellence in learner achievement	-	7	-
Well prepared learners for lifelong learning, world of work and citizenship	6	9	1
Highly responsive and responsible Ministry	6	25	-
Totals (out of 89 measures)	**17**	**67**	**5**

**Comparisons are based on the margin of error for each measure determined by the sample size for the appropriate respondent group and the percentage difference between the 2000 and 2001 research results where questions were asked in each year. The measure of statistically significant differences over time did not fall within the scope and requirements of this project.*

Those measures which received the greatest increases in satisfaction/agreement from 2000 to 2001 were:

- General public (re K-12 education) agreement that high school students are prepared for the rights and responsibilities of citizenship (41% vs 48%).
- General public (re K-12 education) satisfaction with the information received about how money is spent by the Provincial Government on all schools (34% vs 41%).
- General public (re K-12 education) satisfaction with the value for money they are receiving for money spent on schools in their community (54% vs 60%).
- Adult Albertans (aged 17 years or older) that have not taken any education or training in the past twelve months in Alberta (hereafter referred to as "Non-attendees"):

Agreement that adult learners are prepared for the rights and responsibilities of citizenship (61% vs 67%).
- General public (K-12 education) agreement that high school students are prepared to enter post-secondary education and training (55% vs 60%).

Those measures which received the greatest decreases in satisfaction/agreement from 2000 to 2001 were:

- Parents of children with severe special needs: Satisfaction with the appropriateness of the types of services their child receives. (80% vs 74%).
- Parents of ECS – Grade 12 children: Agreement that students are learning what they need to know in the area of technology skills (75% vs 70%).

The following are key findings within each of the respondent groups.

Satisfaction with Alberta's Learning System

- Satisfaction with Alberta's ECS – Grade 12 learning system continued to remain high and similar to the levels indicated in 2000 for parents (ECS – Grade 12), high school students and the public.

High Quality Learning Opportunities

- Parents of ECS - Grade 12 students, high school students and adult learners reported the highest overall satisfaction. The majority of parents and the public felt that students were learning what they need to know.

- Even though the majority of parents of children with special needs agreed, lower proportions compared to parents and high school students agreed that students are learning what they need to know.

- Parents of special needs children were satisfied with the various elements regarding the special needs services that their children receive. Parents of children with severe special needs indicated higher satisfaction in the areas of service provision, effectiveness, efficiency and relevance elements than parents of children with mild/moderate special needs.

- Similar to the 2000 research, roughly one in three adults over the age of 17 reported accessing adult learning education or training within the last 12 months.

Excellence in Learner Achievement

- The vast majority of parents (ECS – Grade 12) and high school students agreed that teachers are using appropriate strategies and are setting appropriate learning expectations and standards.

- As with parents and high school students, parents of children with special needs also agreed that teachers use methods that help their children learn.

Well Prepared Learners for Lifelong Learning, the World of Work and Citizenship

- High school students, compared to parents and the general public, strongly agreed that students are prepared for post-secondary training and citizenship.

- Adult learners and non-attendees (those aged 17 or older who have not taken education or training in Alberta's adult learning system in the past 12 months) strongly agreed that adult learners have the appropriate combination of skills and knowledge for lifelong learning, the workforce and the rights and responsibilities of citizenship.

Highly Responsive and Responsible Ministry

- Those who participated in the learning system reported higher satisfaction with receiving value for money spent than those who did not. Whether for schools in their community or for adult learning institutions, parents and adult learners were more satisfied than the public and non-attendees with receiving value for money spent on the learning system. Increased participation rates of each respondent group will likely lead to increased satisfaction with receiving value for money spent and other performance measures.

- Regarding information about how money is spent by the local school and the local school board, parents (ECS – Grade 12) reported higher satisfaction than the general public with both the access to and the information itself. Lower proportions of each respondent group were satisfied with the access to the information and the information itself regarding how the provincial government spends money on schools in their community.

- Most respondent groups were satisfied with the responsiveness of the education system to their needs and expectations. High school students, parents (ECS – Grade 12) and parents of special needs children provided the highest satisfaction ratings.

- Satisfaction that schools are both safe and caring continued to be high for both parents and students.

1. BACKGROUND AND INTRODUCTION

In February, 2001, Criterion Research Corp. (Alberta) was commissioned by Alberta Learning, Performance Measurement and Reporting Branch, to conduct an evaluation of client satisfaction with the learning system in Alberta.

Alberta Learning's three-year business plan, 2000/2001 – 2002/2003, was released in February 2000 and presents its vision, mission, core businesses, goals, strategies and performance measures. Achievement of Alberta Learning's five goals will ensure that Alberta's Learning system:

- provides quality programs that are responsive, flexible, accessible, relevant and affordable;
- enables learners to demonstrate high standards;
- prepares learners for lifelong learning, work and citizenship;
- develops and maintains effective relationships with partners; and
- operates responsively and responsibly.

Performance measures are used to assess and report on the progress of each of Alberta Learning's business plan goals, with the satisfaction of Albertans on selected aspects of the learning system forming a significant portion of these measures.

Therefore, research was conducted among key respondent groups in Alberta's learning system in order to measure and report on satisfaction with learning in the province:

- Parents of Children with Severe Special Needs
- Parents of Children with Mild/Moderate Special Needs
- Parents of ECS to Grade 12 Students
- High School Students
- Adult Learners (those who *have* taken any education or training in the adult learning system within the past 12 months)
- Adult Non-attendees (those who *have not* taken any education or training in the adult learning system within the past 12 months)
- The General Public

Specific objectives of the research were to:

- Identify areas of strength/areas needing improvement in order to assist Alberta Learning in serving their clientele more effectively and efficiently
- Indicate the degree of consensus or disagreement among the various respondent groups
- Provide insight as to the reasons for respondent satisfaction or dissatisfaction
- Determine where there have been shifts in satisfaction from previous years
- Serve the needs of a more open and accountable learning system

This report highlights the findings of this research. Detailed data tables of the results can be found under separate cover.

2. METHODOLOGY

2.1. QUESTIONNAIRE DESIGN

The survey instruments for each respondent group were prepared by Alberta Learning, Performance Measurement and Reporting Branch, for Criterion Research. With the exception of specific modifications and additions, the same survey instruments were used as in previous years. Each questionnaire was pre-tested to ensure suitability of language, flow and length.

Copies of the final questionnaires can be found in Appendix A.

2.2. SAMPLE DESIGN

2.2.1. High School Students/Parents of ECS to Grade 12 Children/Parents of Special Needs Children

Lists of 4,000 randomly generated student names were provided by Alberta Learning for each of the parents and high school student surveys. Each list included names and addresses, with phone numbers also included for about 96% of listings. Upon receiving the lists, Criterion Research conducted a search for the telephone numbers of those listings without telephone numbers.

Difficulties were encountered during fielding with contacting parents of special needs children who actually had a special needs child. Twenty-one percent (21%) of parents of children with severe special needs and 44% of parents of children with mild/moderate special needs indicated that there wasn't a special needs child in the household.

Criterion ensured compliance with the Freedom of Information and Privacy Act by removing the names and addresses of the listing prior to loading the lists onto our Computer Assisted Telephone Interviewing System (CATI). The original, complete sample lists were securely stored throughout the course of the study. Access to the original lists was restricted to only key personnel, all of whom signed confidentiality agreements.

Consistent with previous years, quotas were established to ensure representative proportions of respondents by student grade and location. Location quotas were based on the distribution, by census division, of the addresses provided on each of the original lists of 4,000 names. Quotas based on the grade level of the student were also imposed. A detailed description of the quotas used can be found in Appendix B.

2.2.2. General Public (Aged 17+) Regarding the ECS – Grade 12 Learning System

All members of the general public included in the sample answered a series of questions about the ECS – Grade 12 learning system.

2.2.3. General Public (Aged 17+) Regarding the Adult Learning System

The survey of the general public, regarding the adult learning system, addressed two specific subgroups:

- Adult Learners (Those who have taken some education or training in the last 12 months)
- Adult Non-attendees (Those who have not taken any education or training in the last 12 months)

Telephone numbers for the general public/adult learners surveys were randomly drawn from the most recent telephone directories across Alberta. A random digit dialing method, where the last digit in the telephone number is increased by one, was employed to ensure that households with recent listings and unpublished numbers were included in the sample frame.

Quotas were established to ensure the interviews were representative of location, age and gender. A detailed description of the quotas used can be found in Appendix B.

2.3. DATA COLLECTION

All data for this research was collected using the telephone interview methodology. Interviews were conducted from Criterion's office in Edmonton, Alberta.

Prior to commencement of data collection, all interviewers and supervisors were thoroughly trained and briefed on the project requirements. The interviewing was monitored in progress, as well as 15% of completed interviews were verified.

A maximum of ten call attempts were made to each listing prior to excluding it from the sample base in order to maximize the representativeness of the sample. Busy numbers were scheduled for callback after ten minutes. For those numbers where either an answering machine picked up or there was no answer, the call back was scheduled at a different time the following day. Detailed records were maintained on the outcome of each call attempt, and the final summaries of these records can be found in Appendix B.

Interviewing occurred between March 15 and May 2, 2001.

2.3.1. Target Populations

The total number of random telephone interviews conducted, and the target respondent per respondent group were:

- 800 interviews among parents of children with severe special needs
- 690 interviews among parents of children with mild/moderate special needs
- 800 interviews among parents of ECS to Grade 12 students
- 800 interviews among high school students in Grades 10 to 12. For those respondents aged 16 years or younger, permission was first obtained from the students' parent or guardian.
- 1,000 interviews among adult learners. These respondents were defined as those aged 17 years or older that have taken any education or training in the past twelve months in Alberta.
- 2,000 interviews among the general public, or those aged 17 years or older regarding the ECS – Grade 12 learning system.
- 2,000 interviews among adult non-attendees, or those aged 17 years or older who have not taken any education or training in Alberta in the past twelve months.

2.4. FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Every effort to protect the personal privacy of individuals whose personal information was accessible to Criterion was made during the research process. All of Criterion's employees, upon hiring, have signed confidentiality forms. Key staff members, or those that may have had access to the personal information, also signed confidentiality agreements provided by Alberta Learning.

All lists supplied by the client were not utilized for any purpose other than telephone surveying. Upon completion of the research, all lists were returned to the client or deleted.

Criterion did not reveal respondent identities or respondents' individual answers to questions. Respondents were assured of their anonymity in participating in the surveys.

Criterion thoroughly understood the conditions regarding the Freedom of Information and Protection of Privacy Act and adhered to all requirements.

2.5. DATA ANALYSIS

Throughout most of the questionnaires, a four-point scale was used for respondents to rate their opinions and perceptions: Very Satisfied, Satisfied, Dissatisfied and Very Dissatisfied. For the purposes of analysis, "Very Satisfied" and "Satisfied" were combined into a "Satisfied" rating. Similarly, "Very Dissatisfied" and "Dissatisfied" were combined into a "Dissatisfied" rating.

Additional scales used in the questionnaires included respondents rating their agreement (strongly agree, agree, disagree, strongly disagree), learning expectations (too high, about right, too low) and involvement (a lot, some, very little, not at all).

Upon completion of data collection, the data from each respondent group was checked for quality and consistency. Detailed tables of the results were generated for each respondent group, with the frequency and percentage distribution of responses to each question shown by the overall population of each group, as well as broken down by key respondent characteristics, such as age and gender. For consistency purposes, the subset analysis was the same as in previous years. A complete demographic profile of each respondent group, with the exception of parents of children with special needs, can be found in Appendix C.

The detailed data tables for each respondent group are found under separate cover.

2.6. STATISTICAL RELIABILITY

The measure of statistically significant differences over time did not fall within the scope and requirements of this project.

However, for a given sample size, it is possible to set what are called "confidence bounds" or limits around an observed percentage and assert that such limits are correct 95 percent of the time. These confidence bounds are valuable indicators of the reliability of observed results. When interpreting data, confidence bounds should always be kept in mind because these limits can vary dramatically depending on the sample size, with smaller sample sizes generally providing less reliable data than larger sample sizes. A table of these confidence bounds can be found in Appendix D.

These tables do not provide an indication of whether an observed percentage is meaningful, as that depends upon the context and the interpretation that will be made, not confidence level alone. For this reason, this report will highlight results that are interpreted as interesting and meaningful, rather than deal exclusively with references to statistical significance.

The following table demonstrates the margin of error associated with the number of completed interviews for each respondent group:

	# of Interviews	Margin of Error (19 times out of 20)
Parents of Children with Severe Special Needs	800	± 3.5%
Parents of Children with Mild/Moderate Special Needs	690	± 3.8%
Parents of ECS – Grade 12 Students	800	± 3.5%
High School Students	800	± 3.5%
General Public	2,000	± 2.2%
Adult Learners[1]	1,000	± 3.1%
Adult Non-attendees[2]	2,000	± 2.2%

[1] Adult learners are those who have taken some education or training in the last 12 months)

[2] Adult non-attendees are those who have not taken any education or training in the last 12 months)

SECTION ONE – KEY FINDINGS ACROSS RESPONDENT GROUPS

3. KEY FINDINGS ACROSS RESPONDENT GROUPS

3.1. GOAL ONE: HIGH QUALITY LEARNING OPPORTUNITIES

3.1.1. Core Measure - Satisfaction with the Quality of Alberta's Learning System

This measure examines the percentage of parents (ECS – Grade 12), high school students, the general public, parents of children with severe and mild/moderate special needs and adult learners who were satisfied with the quality of ECS to Grade 12 education, the adult learning system and education or training taken in the past twelve months.

Satisfaction with the quality of Alberta's learning system is high among parents (ECS – Grade 12) (88%) and high school students (94%).

Satisfaction was also high with the adult learning system, with 75% of the general public and 83% of adult learners being satisfied. Ninety-two percent (92%) of adult learners were satisfied with their education or training in the past twelve months. Satisfaction with the ECS – Grade 12 learning system was lower among the general public (70%), parents of children with mild/moderate special needs (69%), and parents of children with severe special needs (77%).

The percentage of respondents who were satisfied with the quality of Alberta's learning system remains steady compared to 2000.

Table 1: Satisfaction with the Quality of Alberta's Learning System

	1995	1996	1997	1998	1999	2000	2001
With ECS – Grade 12 Education:							
Parents (ECS – Grade 12)	89%	88%	89%	88%	87%	87%	**88%**
High School Students	94%	95%	97%	96%	94%	95%	**94%**
Public	--	--	--	70%	66%	68%	**70%**
Severe Special Needs Parents	--	--	--	--	--	--	**77%**
Mild / Moderate Special Needs Parents	--	--	--	--	--	--	**69%**
With the Adult Learning System:							
Public	--	--	--	--	--	--	**75%**
Adult Learners	--	--	--	--	--	--	**83%**
Education/Training Taken in Last 12 Months							
Adult Learners	--	--	--	93%	90%	91%	**92%**

Source: Environics West Surveys 1995, 1996, 1997; The Advisory Group Surveys 1998, 1999; Criterion Research Corp. Surveys 2000, 2001.

Additional Subsegment Analysis

Although Calgary parents (ECS – Grade 12) were more likely to provide very satisfied ratings, there weren't trends across the respondent groups based on the gender, region or age demographic variables.

Parents of children with special needs and parents with children in ECS or kindergarten were more likely than parents with children in other grade levels to report high satisfaction with the overall quality of education.

3.1.2. Core Measure – Participation Rate of Albertans Age 17 and Over in Credit and Non-Credit Programs and Courses in the Last Twelve Months

Approximately one-third (30%) of the general public of Alberta indicated that they have accessed the adult learning system in the past twelve months. This overall percentage is down slightly from 1999 and 2000. Regionally, participation in the adult learning system ranged from a low of 25% in rural areas, to a high of 36% in Edmonton, with Calgary (32%) and urban areas (29%) falling in the middle.

Except for Edmonton, participation was down compared to 2000. Specific differences by geographic location included: respondents were less likely to have accessed the system compared to 2000 in Calgary (32% vs 36%), in urban areas (29% vs 32%) and rural (25% vs 28%). Participation in the adult learning system in Edmonton in 2001 was unchanged from last year (36%).

Table 2: Incidence of Adults Who Have Accessed the Adult Learning System in the Past Twelve Months

	Total	Edmonton	Calgary	Other Urban	Rural
1999	32.3%	37.0%	30.7%	38.0%	27.9%
2000	32.7%	35.9%	36.3%	32.5%	27.9%
2001	**29.9%**	**35.9%**	**31.8%**	**29.0%**	**25.4%**

* *Incidence was calculated not only on **completed** interviews, but also included those who agreed to complete but the quota for learners was full and those who agreed to complete but the age/gender quota was full.*

Participation in the adult learning system is listed for specific ages below.

Table 3: Incidence of Adults by Age Group Who Have Accessed the Adult Learning System in the Past Twelve Months

	Age Range					
	17-24	**25-34**	**35-44**	**45-54**	**55-64**	**65+**
2001*	**65.4%**	**36.2%**	**27.7%**	**27.9%**	**16.7%**	**10.5%**

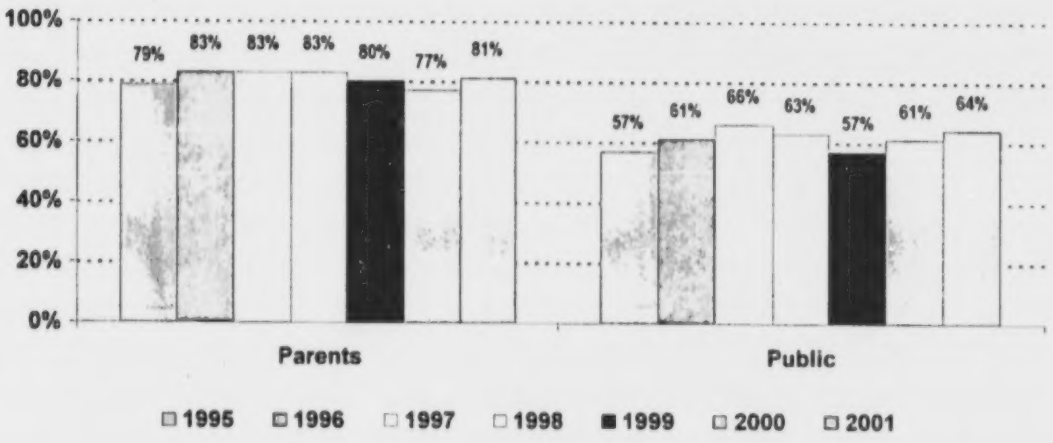
* *Incidence was calculated on completed interviews and the results were weighted to reflect actual population distributions.*

3.1.3. Overall Percentage of Parents and Public who Agree that Students are Learning What they Need to Know

Parents (ECS – Grade 12) and the general public were asked to think about what was being taught in school, and to rate whether or not they agreed that students are learning what they need to know.

Eighty one percent (81%) of parents (ECS – Grade 12) agreed that students are learning what they need to know overall (up from 77% in 2000, but still below the level in 1995/96, of 83%). Sixty-four percent (64%) of the public agreed students are learning what they need to know overall (up from 61% in 2000, and close to the peak level of 66% in 1996/97).

Figure 1: Percentage of Parents and Public Who Agreed Students Are Learning What They Need to Know (Overall)



Source: Environics West Surveys 1995, 1996, 1997; The Advisory Group Surveys 1998, 1999; Criterion Research Corp. Surveys 2000, 2001.

Additional Subsegment Analysis

General public respondents aged 17-24 were more likely to agree than those in the older age categories that students are learning what they need to know. General public respondents with two or more dependents were also more likely to agree that students are learning what they need to know overall.

3.1.4. Percentage of Parents and the Public who Agreed that Students are Learning what they Need to Know in Selected Areas

As well as being asked whether or not students are learning what they need to know overall, parents (ECS – Grade 12) and the general public were asked whether they agree that the curriculum focuses on what students need to know in specific areas.

The majority of the public and parents (ECS – Grade 12) agreed that students are learning what they need to know in science, social studies, reading, mathematics, writing and technology skills. However, both groups were more likely to agree students are learning what they need to in science, social studies, reading and mathematics, than in writing and technology skills.

Parental agreement that students are learning what they need to know was very high for science (89%), social studies (84%), reading (83%) and mathematics (81%). Slightly lower percentages of parents agreed students are learning what they need to know in writing (79%) and technology skills (70%; down from 75% in 2000).

Eighty percent (80%) of the general public agreed students are learning what they need to know in science (80%). Lower proportions indicated agreement for mathematics (70%), social studies (70%) and reading (68%). Agreement that students are learning what they need to know among the public was lowest for technology skills (65%) and writing (62%).

Agreement levels among the public in 2001 were similar to those in 2000 in most subject areas. The exception was for technology skills, which increased from 62% to 65%.

Table 4: Percentage of Parents and the Public Who Agreed That Students are Learning What They Need To Know in Selected Areas

	Parents		Public	
	2000	2001	2000	2001
Science	88%	89%	78%	80%
Social Studies	83%	84%	69%	70%
Reading	82%	83%	66%	68%
Mathematics	82%	81%	70%	70%
Writing	77%	79%	62%	62%
Technology Skills	75%	70%	62%	65%

Source: Criterion Research Corp. Surveys 2000, 2001.

3.1.5. Parents of Children with Special Needs Agreement that Students are Learning what they Need to Know in Selected Areas

Parents of children with special needs reported their agreement with similar statements regarding that students are learning what they need to know in selected areas.

Approximately three-quarters of **parents of children with severe special needs** reported that students are learning what they need to know in the areas of communication (77%), gross motor development (77%), social and adaptive skills (73%) and fine motor control (73%). Lower proportions reported agreement with the areas of reading (68%), life skills (68%), mathematics (66%) and writing (61%) .

Approximately three-quarters of **parents of children with mild/moderate special needs** reported that students are learning what they need to know in the areas of communication (77%), social and adaptive skills (75%) and gross motor development (74%). Lower proportions reported mathematics (71%), life skills (71%), fine motor control (70%), reading (69%), and writing (68%).

Results of parents of children with either severe or mild/moderate special needs were similar for each of the selected areas except for writing (61% vs 68% respectively) and mathematics (66% vs 71%), where parents of children with mild/moderate special needs were more likely to report agreement.

These are new questions added in 2001, so comparisons to previous years were not available.

Table 5: 2001 Results - Percentage of Parents of Special Needs Children Who Agreed That Students are Learning What They Need To Know in Selected Areas

	Severe	Mild / Moderate
	2001	
Reading	68%	69%
Writing	61%	68%
Mathematics	66%	71%
Social and / or Adaptive Skills	73%	75%
Life Skills	68%	71%
Communication	77%	77%
Gross Motor Development	77%	74%
Fine Motor Control	73%	70%

Source: Criterion Research Corp. Surveys 2001.

Additional Subsegment Analysis

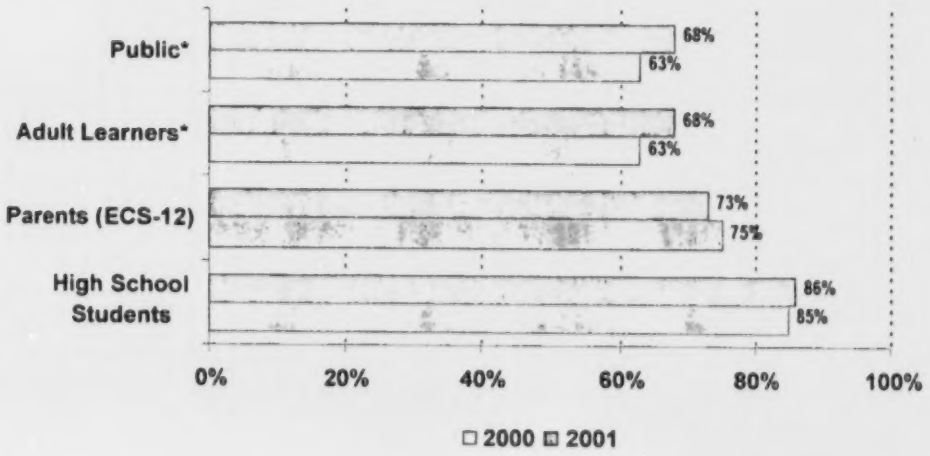
As with parents (ECS – Grade 12) and public agreement that students are learning what they need to know, younger respondents were more likely to have high agreement levels than older respondents for many of the subject areas.

For a number of subject areas, parents (ECS – Grade 12) and parents of special needs children in ECS or kindergarten were more likely to have high agreement levels that their children are learning what they need to know in selected areas.

3.1.6. Percentage of Learners, Parents and the Public Who Agreed/Strongly Agreed that Learners have Ease of Access to Lifelong Learning

The majority of the general public (68%), adult learners (68%), parents (ECS – Grade 12) (73%) and high school students (86%) agreed that learners or high school graduates have ease of access to lifelong learning. Ratings from the general public and adult learners were higher than in 2000, while results for parents and students were similar to 2000.

Figure 2: Percentage Who Agreed/Strongly Agreed that Learners have Ease of Access to Lifelong Learning



Source: Criterion Research Corp. Surveys 2000, 2001.

** Asked whether high school graduates have ease of access to lifelong learning*

3.1.7. Percentage of Parents and Public Who Agreed That Learning Expectations of Students Are "Too High", "About Right" or "Too Low"

Parents (ECS – Grade 12) and the general public were asked whether they feel the learning expectations of students are too high, too low or about right. Parents were more likely than the general public to feel learning expectations are *just right*, while the public was more apt to feel expectations are *too low*. More than half (58%) of parents indicated that learning expectations are just right, while one-quarter (25%) felt expectations are too low. Thirteen percent (13%) felt expectations are too high, and 4% are unsure.

A lower 46% of the general public felt learning expectations are about right, while 36% felt they are too low. Eleven percent (11%) felt expectations are too high, and 6% are unsure.

There were small differences compared to 2000 in either respondent group.

Table 6: Percentage who Agreed Learning Expectations of Students are Too High/Too Low/Just Right

	Parents						
	1995	**1996**	**1997**	**1998**	**1999**	**2000**	**2001**
Too High	11%	7%	8%	12%	13%	12%	**13%**
About Right	**53%**	**60%**	**59%**	**60%**	**61%**	**58%**	**58%**
Too Low	35%	30%	31%	25%	24%	27%	**25%**
Don't Know	2%	2%	2%	3%	2%	3%	**4%**

Source: Environics West Surveys 1995, 1996, 1997; The Advisory Group Surveys 1998, 1999; Criterion Research Corp. Surveys 2000, 2001.

	Public						
	1995	**1996**	**1997**	**1998**	**1999**	**2000**	**2001**
Too High	11%	8%	10%	8%	9%	12%	**11%**
About Right	**41%**	**46%**	**43%**	**46%**	**47%**	**44%**	**46%**
Too Low	41%	43%	43%	40%	39%	38%	**36%**
Don't Know	7%	3%	3%	7%	6%	6%	**6%**

Source: Environics West Surveys 1995, 1996, 1997; The Advisory Group Surveys 1998, 1999; Criterion Research Corp. Surveys 2000, 2001.

Additional Subsegment Analysis

Parents of children in grades 1 through 6 were less likely to have reported that learning expectations are too low than parents with children in grades 7 through nine.

General public respondents from Calgary were more likely than respondents in other regions to report that learning expectations are too low, and less likely to report that they are just right.

General public respondents aged 17-24 were more likely to indicate that learning expectations are about right, whereas those aged 45-64 were more likely to have indicated that learning expectations are too low. University graduates were also more likely to have indicated expectations are too low.

3.1.8. Percentage of Parents of Children with Special Needs who were Satisfied with Services for their Child

Parents of children with severe and mild/moderate special needs were asked to rate their satisfaction with the services their child receives overall, and in a number of specific areas. (Unless otherwise indicated, results for parents with children with severe special needs are presented first when presented with results for the parents of children with mild/moderate special needs.)

Overall, 76% (parents of severe special needs children) and 71% (parents of mild/moderate special needs children) expressed satisfaction with the services their child is receiving in his/her school. Satisfaction with specific services was high among both respondent groups. Satisfaction among parents of children with severe special needs ranged from 65% for services being arranged quickly to 88% for the child needs the services to be able to attend. For parents of children with mild/moderate special needs, satisfaction was lowest for the element "service providers spend the right amount of time with my child" (60%) and highest for the elements "service providers work well together" (78%) and "my child benefits from the services provided" (78%).

Parents of children with severe special needs are more likely than parents of children with mild/moderate special needs to have reported that they were satisfied with their involvement in the provision of services for their child (80% vs 75%).

Satisfaction with accessibility was similar for both respondent groups.

Approximately three-quarters were satisfied that it was easy to access services (77%) and less than 70% report that their child receives the support services they need to be successful in school (69% vs 66%). A lower 65% and 64% were satisfied that services were arranged quickly.

Parents of severe special needs children were more likely than the other respondent group to indicate satisfaction with the effectiveness elements of special needs services: that their child needs services to be able to attend school, (88% vs 73%) and their child is benefiting from the services provided (82% vs 78%).

As with the effectiveness elements, parents of children with severe special needs were more likely to be satisfied with the efficiency elements. Eighty-two and seventy eight percent (82% and 78%) were satisfied that the people who provide services to their child work well together. A lower 68% and 60% were satisfied that the people providing services spend the right amount of time with their child.

Seventy-four and sixty-nine percent (74% and 69%) were satisfied that the types of services their child receives are appropriate.

Compared to results from the year 2000 surveys, satisfaction was generally slightly lower in 2001 for the various elements among parents of children with severe special needs. Among the accessibility elements, satisfaction was slightly higher for ease of access to services and services were arranged quickly. Research was not conducted with parents of children with mild/moderate special needs in 2000.

Table 7: Satisfaction of Parents of Special Needs Children with Special Needs Services

	Severe				Mild / Moderate
	1998	1999	2000	2001	2001
Overall:					
Overall, how satisfied are you with the services your child is receiving in his/her school?	79%	78%	76%	76%	71%
Parent Involvement:					
How satisfied are you with your involvement in the provision of services for your child?	83%	83%	84%	80%	75%
Accessibility:					
It was easy to access services for my child.	52%	76%	75%[1]	77%[1]	77%[1]
My child receives the support services he/she needs to be successful in school		74%	72%	69%	66%
Services for my child were arranged quickly.	62%	66%	64%	65%	64%
Effectiveness:					
My child needs services to be able to attend school.	91%	85%	89%	88%	73%
My child is benefiting from the services being provided.	84%	85%	86%	82%	78%
Efficiency:					
The people providing services spend the right amount of time with my child.	69%	70%	70%	68%	60%
The people providing services to my child work well together.	85%	84%	85%	82%	78%
Relevance:					
The types of services my child receives are appropriate for my child.	77%	77%	80%	74%	69%

Source: The Advisory Group Surveys 1998, 1999; Criterion Research Corp. Surveys 2000, 2001

[1] Presentation of the survey question to respondents differed slightly from 1998 to 1999, 2000 and 2001. In 1998, all respondents were simply asked if they agreed with the statement "It was easy to access services for my child". In 1999, respondents were asked if they agreed with the same statement, but in relation to specific services their child received. As many children with special needs access multiple services, some parents gave multiple responses (one response for each service their child accessed). The proportion of parents who agreed or strongly agreed in 1999, 2000 and 2001 that it was easy to access services for their child is an aggregate figure incorporating multiple responses from some parents. Section 2 – 4.1.1. Incidence of Receiving Various Services to Support Participation in School Program of this report provides the detailed responses on satisfaction with ease of access to specific services received.

Additional Subsegment Analysis

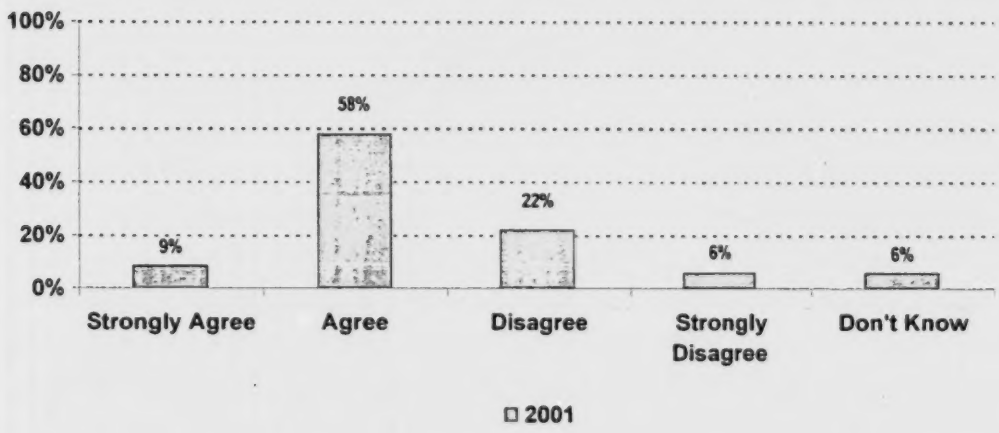
For a number of special needs service elements, parents of special needs children in ECS or kindergarten were more likely to have indicated strong agreement with the special needs service elements than parents of special needs children in other grades.

3.1.9. Percentage of the Public Who Agree That Alberta's Learning System as a Whole is Affordable/Within the Means of Most Albertans

Half of adult Albertans were asked to report their agreement that Alberta's learning system as a whole – that is, including elementary, junior and senior high schools, and post secondary institutions – **is affordable** and the other half were asked if it is **within the means of most Albertans**.

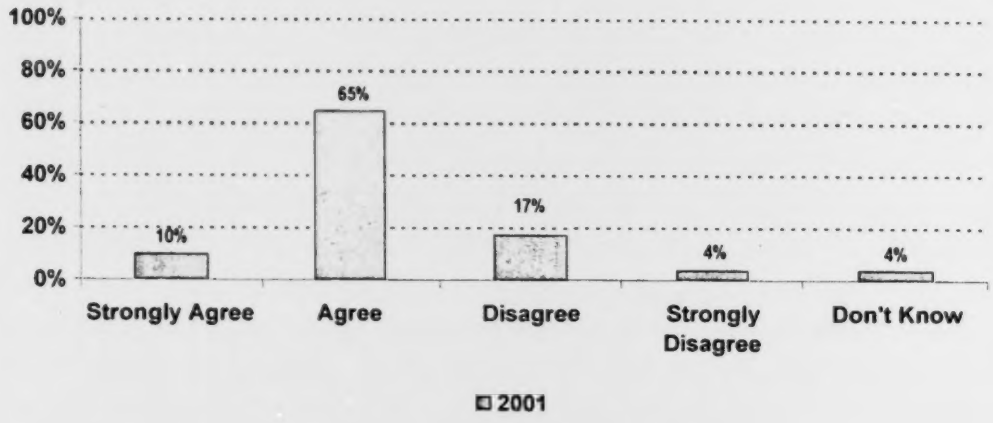
Sixty-seven percent (67%) reported that the learning system is affordable and (75%) indicated that it is within the means of most Albertans.

Figure 3: 2001 Results - Alberta's Learning System as a Whole is Affordable



Source: Criterion Research Corp. Surveys 2001.

Figure 4: 2001 Results - Alberta's Learning System is Within the Means of Most Albertans



Source: Criterion Research Corp. Surveys 2001.

Respondents who reported agreement or disagreement that Alberta's learning system is affordable were asked to report their reasons for their rating.

Fifty-one percent indicated that they are satisfied as their reasons for their agreement. Lower percentages reported that the system is affordable for some (21%), post secondary education is expensive (16%), it is publicly funded system (12%), not affordable for some (4%), K-12 have to pay for extras (3%), not satisfied (2%), more money needs to go to schools (2%) as the reasons for their agreement.

Table 8: 2001 Results - Reasons for Agreement that Alberta's Learning System[1] is Affordable

	Total
Satisfied	51%
Affordable for some	21%
Post secondary education is expensive	16%
Publicly funded system	12%
Not affordable for some	4%
K-12 have to pay for extras	3%
Not satisfied	2%
More money needs to go to schools	2%
Other Mentions	3%
Don't Know	8%

Source: Criterion Research Corp. Surveys, 2001.
Note: [1] Refers to Alberta's learning system as a whole (K-12 and post-secondary)

A majority of those who disagreed that Alberta's Learning System is affordable indicated that post secondary education is expensive (66%) as the reason for their disagreement. Others indicated that it is not affordable for some (19%), K-12 have to pay for extras (15%), they are not satisfied (9%), that more money needs to go to schools (5%), they are satisfied (4%), that it is affordable for some (3%), that interest rates on loans too high (2%), and that it is a publicly funded system (2%) as their reason.

Table 9: 2001 Results - Reasons for Disagreement that Alberta's Learning System is Affordable

	Total
Post secondary education is expensive	66%
Not affordable for some	19%
K-12 have to pay for extras	15%
Not satisfied	9%
More money needs to go to schools	5%
Satisfied	4%
Affordable for some	3%
Interest rates on loans too high	2%
Publicly funded system	2%
Other Mentions	4%
Don't Know	2%

Source: Criterion Research Corp. Surveys, 2001.

The other half of adult non-attendees were asked to report agreement or disagreement that Alberta's Learning System is **within the means of most Albertans**. In turn they were asked to report their reasons for their rating.

The majority who reported agreement indicated that they are satisfied (57%) as the reason for their rating. Other reasons included that it is affordable for some (18%), it is a publicly funded system (11%), that post secondary education is expensive (10%), that it is not affordable for some (4%), K-12 have to pay for extras (2%) and they are not satisfied (2%).

Table 10: 2001 Results - Reasons for Agreement that Alberta's Learning System is Within the Means of Most Albertans

	Total
Satisfied	**57%**
Affordable for some	**18%**
Publicly funded system	**11%**
Post secondary education is expensive	**10%**
Not affordable for some	**4%**
K-12 have to pay for extras	**2%**
Not satisfied	**2%**
Other Mentions	**6%**
Don't Know	**11%**

Source: Criterion Research Corp. Surveys, 2001.

Half of those who reported disagreement indicated that post secondary education is expensive (50%) as the reason for their rating. Other reasons included that the system is not affordable for some (22%), they are not satisfied (11%), that more money needs to go to schools (10%), K-12 have to pay for extras (8%), they are satisfied (5%), there are not enough seats (4%), it is not affordable for special needs kids (3%), K-12 depends on where you live (2%) and that it is a publicly funded system (2%).

Table 11: 2001 Results - Reasons for Disagreement that Alberta's Learning System is Within the Means of Most Albertans

	Total
Post secondary education is expensive	50%
Not affordable for some	22%
Not satisfied	11%
More money needs to go to schools	10%
K-12 have to pay for extras	8%
Satisfied	5%
Not enough seats	4%
Not affordable for special needs kids	3%
K-12 depends on where you live	2%
Publicly funded system	2%
Other Mentions	7%
Don't Know	5%

Source: Criterion Research Corp. Surveys, 2001.

3.2. GOAL TWO: EXCELLENCE IN LEARNER ACHIEVEMENT

3.2.1. Core Measure - Percentage of Parents and High School Students Who Agreed That Teachers Help Improve Student Learning

In order to evaluate the performance of ECS – Grade 12 teachers, parents (ECS – Grade 12), high school students and parents of children with either severe or mild/moderate special needs rated teachers' performance in a number of areas.

The majority of each respondent group agreed that teachers use appropriate strategies and set appropriate learning expectations and high standards.

Eighty percent (80%) of parents (ECS – Grade 12) agreed that teachers use appropriate methods that help their children learn, while 79% of students and 80% of parents of children with severe special needs agreed. A lower 76% of parents of children with mild/moderate special needs agreed.

In terms of learning expectations and high standards, approximately 80% of parents agreed teachers:

- Clearly communicate to students what they are expected to learn (78%)
- Help students achieve learning expectations (80%)

A slightly lower 75% agreed teachers help students achieve high standards.

Approximately 90% of students agreed teachers help students achieve learning expectations and high standards:

- Help students achieve learning expectations (91%)
- Help students achieve high standards (86%)

Compared to 2000, satisfaction among both students and parents is similar. This is the first year these questions are asked of parents with children with either severe or mild/moderate special needs.

Table 12: Percentage of Parents (ECS – Grade 12) and High School Students who Agreed that Teachers Help Improve Student Learning

	1995	1996	1997	1998	1999	2000	2001
Appropriate Strategies							
Parents: Teachers use teaching methods that help their children learn	--	82%	86%	83%	83%	80%	**80%**
High School Students: Teachers use a variety of approaches to meet their learning needs	82%	87%	88%	81%	83%	78%	**79%**
Severe Special Needs: Teachers use methods that help their child learn	--	--	--	--	--	--	**80%**
Mild / Moderate Special Needs: Teachers use methods that help their child learn	--	--	--	--	--	--	**76%**
Learning Expectations and High Standards							
Parents: Teachers clearly communicate to students what they are expected to learn	--	79%	81%	81%	82%	78%	**78%**
Parents: Teachers help students achieve learning expectations	--	--	82%	83%	84%	80%	**80%**
High School Students: Teachers help students achieve learning expectations	--	--	--	---	90%	92%	**91%**
Parents: Teachers help students achieve high standards	--	--	74%	78%	76%	74%	**75%**
High School Students: Teachers help students achieve high standards	--	--	--	88%	83%	87%	**86%**

Source: Environics West Surveys 1995, 1996, 1997; The Advisory Group Surveys 1998, 1999; Criterion Research Corp. Surveys 2000, 2001.

Additional Subsegment Analysis

Parents of special needs children in ECS or kindergarten were more likely to strongly agree, and parents of special needs children in the higher grades were less likely to strongly agree that teachers use appropriate strategies to help children learn.

3.3. GOAL THREE: WELL PREPARED LEARNERS FOR LIFELONG LEARNING, WORLD OF WORK AND CITIZENSHIP

3.3.1. Core Measure - Perceptions That Learners Are Prepared for Lifelong Learning, the World of Work, and Citizenship

Parents, high school students and the general public were asked for their opinions about whether high school students were being adequately prepared for post-secondary education and citizenship upon leaving high school.

Although there was strong agreement among parents that students are learning what they need to know (81%), lower proportions of parents and the public agree that students are being adequately prepared for post-secondary education and citizenship upon leaving high school. High percentages of students, however, agreed.

More than half of parents (53%) and the general public (60%) agreed that graduates in Alberta are prepared to enter post-secondary education and training, while 86% of students agreed.

Forty-three percent (43%) of parents and 48% of the public agreed that graduates are being taught the rights and responsibilities of citizenship, while 80% of students agreed with this statement.

The public reported higher agreement in 2001 that students are prepared for the rights and responsibilities of citizenship (48% vs 41%) and that students are prepared to enter post-secondary education and training (60% vs 55%). Results are similar for the other elements compared to the 2000 research.

Table 13: Percentage of Parents/Students and the Public Who Agreed That High School Graduates Are Prepared for Lifelong Learning, the World of Work and Citizenship

	1995	1996	1997	1998	1999	2000	2001
Are Prepared to Enter Post-Secondary Education and Training							
Parents (of K-12 students)[1]	65%	70%	53%	49%	52%	49%	**53%**
High School Students	88%	92%	88%	84%	86%	88%	**86%**
Public	60%	68%	52%	52%	52%	55%	**60%**
Are Prepared for the Rights and Responsibilities of Citizenship[2]							
Parents (of K-12 Students)	47%	53%	--	--	--	41%	**43%**
High School Students	79%	89%	--	--	--	80%	**80%**
Public	43%	53%	--	--	--	41%	**48%**

Source: *Environics West Surveys 1995, 1996, 1997; The Advisory Group Surveys 1998, 1999; Criterion Research Group Surveys 2000, 2001.*

Notes: *1. The survey question used between 1996 to 1999 was worded differently than in 1995. Such differences can affect responses and lead to different results. In 1995, respondents were asked whether "High school graduates are being taught the knowledge, skills and attitudes to....".*

2. Questions on preparation for citizenship were not asked in 1997 through 1999.

Adult learners and adult non-attendees rated their agreement with a series of questions to determine whether adult learners are being adequately prepared for lifelong learning, the workforce and citizenship.

Three-quarters or greater of learner and non-attendees agreed that adults taking education or training are getting an appropriate combination of skills and knowledge to prepare them for lifelong learning and the workforce. A lower proportion of both groups agreed that adult learners are being adequately prepared for the rights and responsibilities of citizenship.

Not surprisingly, learners were more likely to have agreed with these statements than non-attendees, as they have their own recent experiences to draw upon. Non-attendees were also more apt than learners to be unsure.

Approximately eighty percent (80%) of adult learners agreed that adults taking education or training are getting an appropriate combination of skills and knowledge to prepare them for both lifelong learning (80%) and the workforce (82%), while 69% agreed that learners are being prepared for the rights and responsibilities of citizenship.

Seventy-five percent (75%) of adult non-attendees agreed that adults taking education or training are getting an appropriate combination of skills and knowledge to prepare them for both lifelong learning and the workforce, while 67% agreed that learners are being prepared for the rights and responsibilities of citizenship.

Compared to 2000, agreement rose among adult non-attendees that adults taking education or training are getting an appropriate combination of skills and knowledge to prepare them for lifelong learning, the workforce and the rights and responsibilities of citizenship. Adult learners reported similar agreement in 2001 as they did in 2000 with these elements.

Table 14: Percentage of Adult Learners and the Public Who Agreed that Adult Learners Have An Appropriate Combination of Skills and Knowledge to Prepare them for Lifelong Learning, the World of Work and Citizenship

	1998	1999	2000	2001
For Lifelong Learning:				
Adult Learners	--	--	81%	**80%**
Adult Non-attendees	--	--	70%	**75%**
For the Workforce:				
Adult Learners	82%	77%	81%	**82%**
Adult Non-attendees	75%	69%	74%	**75%**
For the Rights and Responsibilities of Citizenship:				
Adult Learners	--	--	65%	**69%**
Adult Non-attendees	--	--	61%	**67%**

Source: Bannister Research Consulting Surveys 1998, 1999; Criterion Research Group Surveys 2000, 2001.

Additional Subsegment Analysis

Adult learners and non-attendees aged 17 – 24 were more likely to be satisfied that adults taking education are prepared for the workforce than those aged 45-64.

3.3.2. Percentage of Parents and Public who were Satisfied with the Opportunity to be Involved In/Are Satisfied with their Involvement in Decisions at Schools in their Community

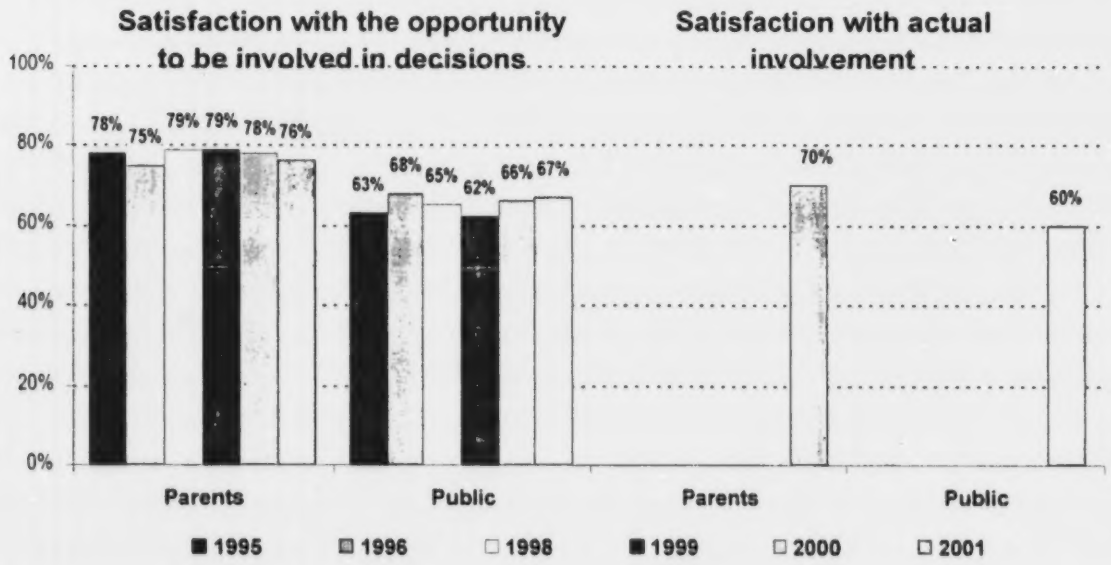
Parents (ECS – Grade 12) and the general public reported the extent they have been involved in the decision making process with any schools in their community. More than half (54%) of parents and 32% of the general public indicated that they have been involved a lot or somewhat in the decision making process at schools in their community.

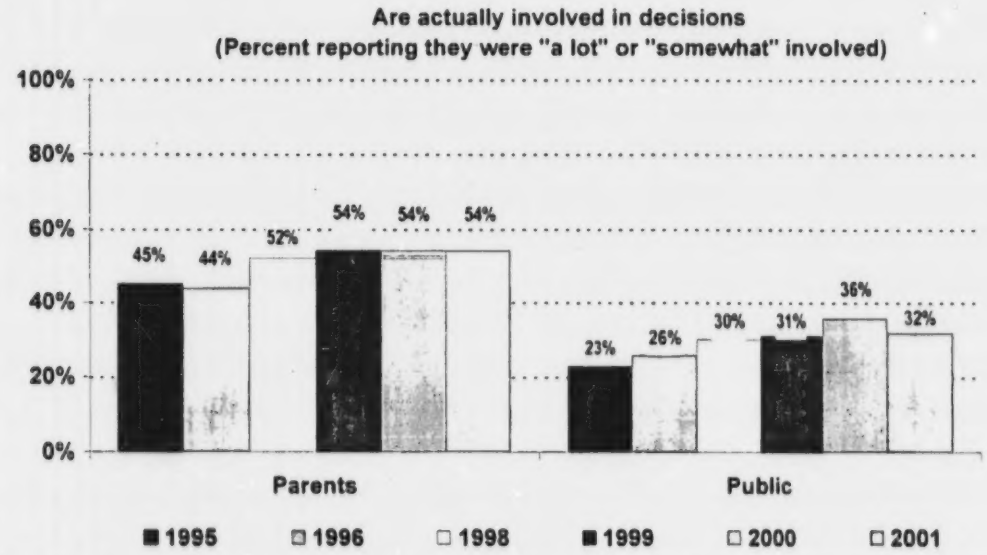
The self-stated incidence of being involved in decision making remained at the 2000 level among parents. However, the general public was less likely to have indicated that they are involved compared to a year ago (32% vs 36%).

Both parents and the public reported their satisfaction with the opportunity to be involved and their actual involvement. The majority of parents (76%) and the public (67%) were satisfied with the opportunity to be involved in decision making. Parents were more likely to report satisfaction with their actual involvement compared to the public (70% vs 60%).

Although less involvement in decision making was reported compared to 2000, the general public reported similar results to the 2000 research. This is the first year that the parents and the public were asked about their actual involvement.

Figure 5: Percentage of Parents and the Public who Indicated Involvement in Decisions at Schools/Satisfaction with the Opportunity to be Involved in Decision-Making





Source: Environics West Surveys 1995, 1996; The Advisory Group Surveys 1998, 1999; Criterion Research Corp. Surveys 2000, 2001.

Additional Subsegment Analysis

General public respondents aged 25-34 and 65 plus were less likely to have indicated that they were involved some in the decision making process in schools in their community. Those same age categories were more likely to report no involvement as well.

Those aged 35-44 were more likely to have indicated some involvement. They were also less likely to report no involvement. Those from rural areas were also less likely to have reported no involvement.

3.4. GOAL FIVE: HIGHLY RESPONSIVE AND RESPONSIBLE MINISTRY

3.4.1. Satisfaction of Learners, Employers and Taxpayers with the Value for Money Spent on the Learning System.

High levels of satisfaction (70%) were expressed among parents (ECS – Grade 12) with the value for the money spent in their child's school. However, satisfaction among the general public that they are receiving value for the money that is spent in schools in their community was much lower (60%). Similar results were reported by the general public when asked if taxpayers are receiving value for money (58%). Approximately half of the general public respondents reported **their** satisfaction with the value for money spent whereas the other half reported their satisfaction that **taxpayers** are receiving value for money spent.

Seventy-four percent (74%) of adult learners were satisfied with receiving value for the money that is spent on adult learning institutions in their community, while only 62% of non-attendees reported their satisfaction with the value for money spent or that the taxpayer is receiving value for money spent. Approximately half of the non-attendee respondents reported **their** satisfaction with the value for money spent whereas the other half reported their satisfaction that **taxpayers** are receiving value for money spent. The survey results suggest that the alternate wording of the questions piloted this year (i.e., "if **taxpayers** are receiving value for money spent") did not affect the result.

Compared to 2000, higher satisfaction with receiving value for the money spent on the learning system is reported by the public for both versions of the question for the schools in their community and by adult learners on adult learning institutions.

Table 15: Percentage of Adult Learners and the Public Who Are Satisfied That They/Taxpayers Are Receiving Value For Money That Is Spent on the Learning System

	1995	1996	1997	1998	1999	2000	2001
On (K-12) Schools in Your Community							
Parents (ECS – 12)	73%	78%	71%	70%	69%	71%	**70%**
Public[1]	51%	52%	56%	56%	51%	54%	**60%**
Public (Taxpayers)[2]	--	--	--	--	--	--	**58%**
On Adult Learning Institutions in Your Community							
Adult Learners	--	--	--	--	--	70%	**74%**
Adult Non-attendees[1]	--	--	--	--	--	60%	**62%**
Adult Non-attendees (Taxpayers)[2]	--	--	--	--	--	--	**62%**

Source: Environics West Surveys 1995, 1996, 1997; The Advisory Group Surveys 1998, 1999; Criterion Research Corp. Surveys 2000, 2001.

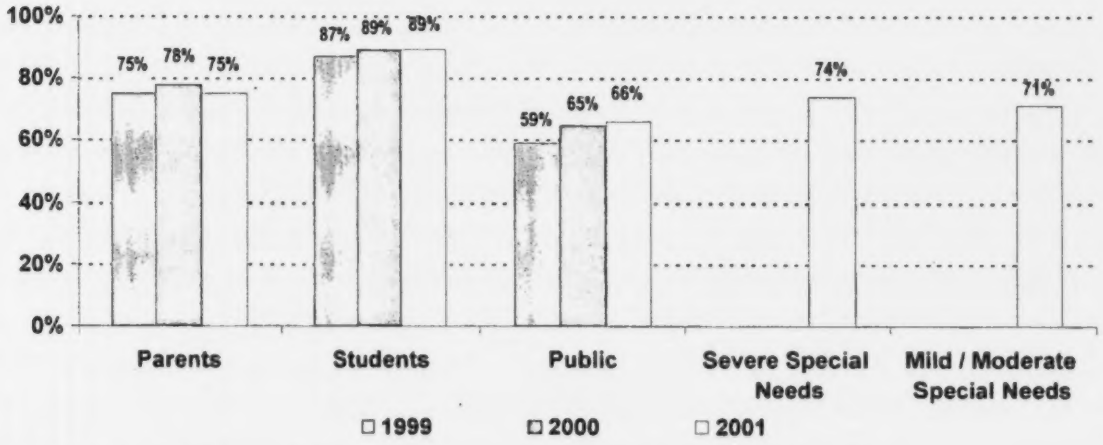
*[1] In 2001, half of respondents were asked if **they** are receiving value for money and the other half were asked [2] if **taxpayers** are receiving value for money.*

3.4.2. Responsiveness of the Education System to the Needs and Expectations of Parents, Students and the Public

The majority of parents (75%), students (89%), the general public (66%) and parents of children with either severe special needs (74%) or mild/moderate special needs (71%) were satisfied with the responsiveness of the education system to their needs and expectations.

Parents satisfaction declined slightly from last year, while students and the general public satisfaction was similar to 2000 levels.

Figure 6: Percentage of Parents, Students the Public Satisfied with the Responsiveness of the Education System to their Needs and Expectations



Source: The Advisory Group Surveys, 1999; Criterion Research Corp. Surveys 2000, 2001

Additional Subsegment Analysis

Parents of special needs children in ECS or kindergarten were more likely to report strong satisfaction with the responsiveness of the school than those with special needs children in higher grades.

The general public from Calgary were less likely to report satisfaction with the responsiveness of the school than were respondents from other regions of the province. Respondents aged 17-24 were more satisfied than older age groups.

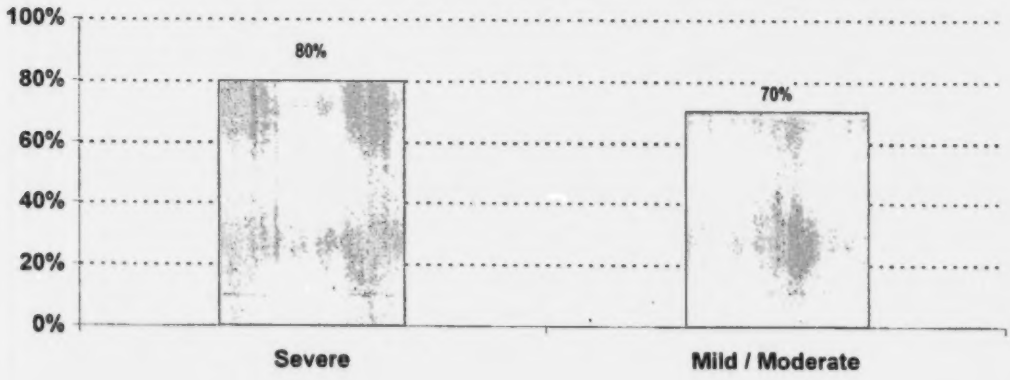
3.4.3. Parents of Special Needs Children: Perceptions of Their Child's Individual Program Plan

Parents of children with special needs were asked about their satisfaction with their child's Individual Program Plan (IPP).

Parents of Special Needs Children who Agree that they Are Meaningfully Involved in the Development Child's Individual Program Plan

The majority of parents of special needs children agreed that they were meaningfully involved in the development of their child's IPP. Specifically, 80% of parents of children with severe special needs and 70% of parents of children with mild/moderate special needs agreed.

Figure 7: Percentage of Parents of Severe / Mild / Moderate who Agreed that they were Meaningfully Involved in Development of Individual Program Plan



Source: Criterion Research Corp. Surveys 2001

Additional Subsegment Analysis

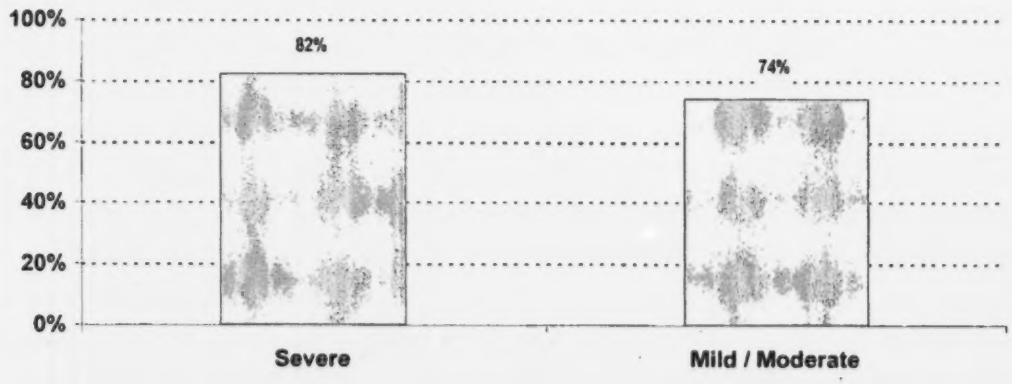
Parents of children with severe special needs in ECS or kindergarten were more likely to agree that they were meaningfully involved in the development of their child's IPP and its goals than were parents of children with severe special needs in higher grades.

Parents of children with mild/moderate special needs in ECS or kindergarten were more likely to agree with their child's IPP goals, than were parents of children with mild/moderate special needs in higher grades.

3.4.4. Parents of Special Needs Children who Agree with Child's Individual Program Plan Goals

The majority of parents of special needs children agreed with their child's IPP goals. Specifically, 82% of parents of children with severe special needs and 74% of parents of children with mild/moderate special needs agreed.

Figure 8: Percentage of Parents Satisfied with Child's Individual Program Plan Goals



Source: Criterion Research Corp. Surveys 2001

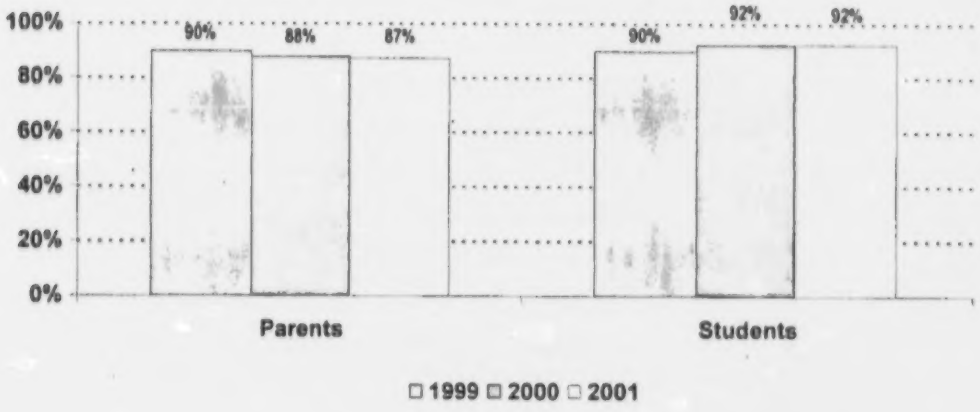
3.4.5. Satisfaction that Schools Provide a Safe and Caring Environment

Both parents and students were asked whether they agreed the school is providing a safe and caring environment.

A strong majority of parents and students agreed that schools provide both a safe and a caring environment.

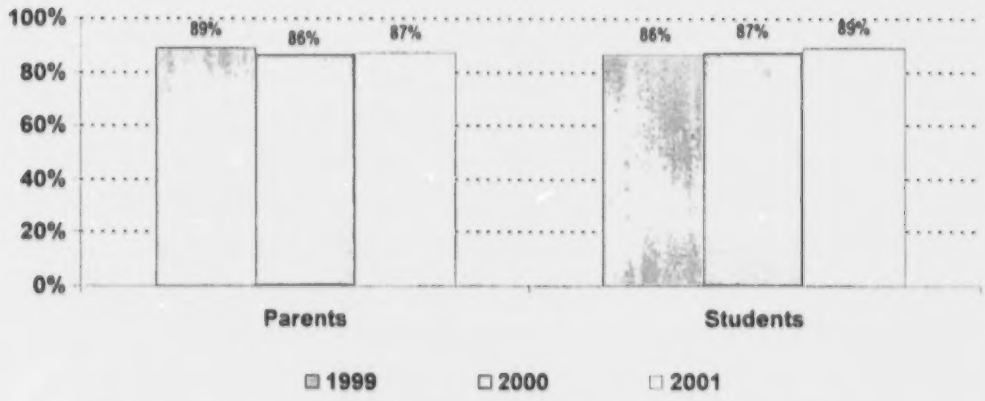
Approximately 90% of parents agreed that their child's school is safe (87%) and caring (87%). Similar proportions of students agreed that their school is safe (92%) and caring (89%). Over the three years, 1999, 2000 and 2001, there have been small changes among either respondent group.

Figure 9: Percentage of Parents and Students Who Agreed That Their School Provides a Safe Environment



Source: The Advisory Group Surveys 1999; Criterion Research Group Surveys 2000, 2001.

Figure 10: Percentage of Parents and Students Who Agreed That Their School Provides a Caring Environment



Source: The Advisory Group Surveys 1999; Criterion Research Group Surveys 2000, 2001.

3.4.6. Evaluation of Computers / Computer Skills in Alberta Schools

More than three-quarters (79%) of parents felt that the school is helping to improve their child's computer skills a lot or some. Sixty-six percent (66%) of students felt the same way.

Since 2000, the percentage of parents who felt their school helps their child improve their computer skills has remained the same (79%), while the percentage of students has slightly decreased (66% from 69%).

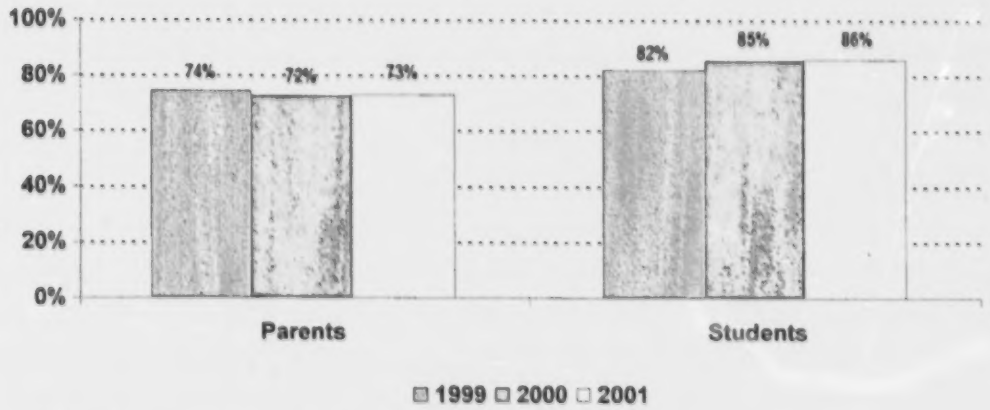
Table 16: Percentage of Students and Parents Who Reported that School Helps Them/Their Child Improve their Computing Skills "Some" or "A Lot"

	1995	1996	1997	1998	1999	2000	2001
Parents	--	--	--	67%	80%	79%	79%
Students	62%	65%	62%	64%	70%	69%	66%

Source: Environics West Surveys 1995, 1996, 1997; The Advisory Group Surveys 1998, 1999; Criterion Research Group Surveys 2000, 2001.

Seventy-three percent (73%) of parents and 86% of students were satisfied with the access to computers in their schools. This satisfaction, among both parents and students, has remained stable since 2000.

Figure 11: Percentage of Parents and Students Who were Satisfied With Their Child's Access to Computers in School



Source: The Advisory Group Surveys 1999; Criterion Research Corp. Surveys 2000, 2001.

3.4.7. Satisfaction with Access to and Quality of Information on Student Achievement

Parents and the general public indicated their satisfaction with the information received about Alberta's elementary, junior and senior high schools.

The majority of parents were satisfied with both the access to information on their child's educational progress and achievement (87%) and the quality of the information (86%).

The general public was more satisfied with information received on overall student achievement in the district (65%) than from the provincial government (59%). Results are similar to the 2000 research except where public satisfaction with the information received from the provincial government is higher (59% vs 54%) in 2001.

The majority of parents of special needs children were satisfied with both the quality of information on student progress and on overall progress. Specifically, 83% parents of children with severe special needs indicated satisfaction with the quality of information and 79% on the overall progress. Parents of children with mild/moderate special needs reported lower satisfaction with the quality of information on student progress (78%) and on the progress overall (72%).

Table 17: Percentage of Parents and Public Who were Satisfied with Information Received on Student Achievement

	1995	1996	1997	1998	1999	2000	2001
Access to Information							
Parents: on their child's educational progress and achievement	90%	87%	90%	88%	89%	88%	**87%**
The Information Itself							
Parents: on their child's educational progress and achievement	88%	86%	88%	88%	85%	87%	**86%**
Public: on overall student achievement in the school district	--	62%	65%	63%	61%	64%	**65%**
Public: on overall student achievement from the provincial government	--	--	--	--	50%	54%	**59%**
Quality of Information on Student Progress							
Severe	--	--	--	--	--	--	**83%**
Mild / Moderate	--	--	--	--	--	--	**78%**
Student's Overall Progress							
Severe	--	--	--	--	--	--	**79%**
Mild / Moderate	--	--	--	--	--	--	**72%**

Source: *Environics West Surveys 1995, 1996, 1997; The Advisory Group Surveys 1998, 1999; Criterion Research Corp. Surveys 2000, 2001.*

Note: *In 1999, the measure of public satisfaction with overall student achievement in the school district was replaced with public satisfaction on overall student achievement from the provincial government.*

Additional Subsegment Analysis

General public respondents from Edmonton were less likely to be satisfied with the information from their school district than were respondents from other regions of the province.

Parents of children with severe special needs in ECS or kindergarten were more likely to have reported strong satisfaction with the quality of progress information than were parents of children with severe special needs in higher grades.

In terms of satisfaction with the access to information about how money is specifically spent, satisfaction was higher with the access to information about how money is spent by the local school and local school board than about how money is spent by the provincial government on all schools.

Parents are more satisfied than the public with information about how money is spent by the local school (63% vs 48%) and by the local school board (53% vs 47%). The general public indicated slightly higher satisfaction about how money is spent by the provincial government on all schools (42% vs 41%).

Compared to 2000, similar percentages of both respondent groups were satisfied with the access they have to information about the various elements.

Table 18: Percentage of Parents and Public Who Are Satisfied With the Access They Have to Information about How Money Is Spent

	1995	1996	1997	1998	1999	2000	2001
By the Local School							
Parents	64%	60%	69%	66%	62%	63%	**63%**
Public	49%	46%	54%	48%	47%	47%	**48%**
By the Local School Board							
Parents	48%	49%	54%	54%	53%	53%	**53%**
Public	43%	45%	52%	46%	45%	45%	**47%**
By the Provincial Government on All Schools							
Parents	32%	35%	39%	39%	53%	38%	**41%**
Public	34%	37%	39%	38%	45%	38%	**42%**

Source: Environics West Surveys 1995, 1996, 1997; The Advisory Group Surveys 1998, 1999; Criterion Research Corp. Surveys 2000, 2001

As with satisfaction with the access to specific types of information, satisfaction with the information received about how money is spent by the local school and local school board was higher than satisfaction with the information received about how money is spent by the provincial government on all schools.

Parents were also more satisfied than the public with the information received about how money is spent by the local school (62% vs 47%) and local school board (50% vs 45%). The general public indicated slightly higher satisfaction with the information received about how money is spent by the provincial government on all schools in the province (41% vs 39%).

Compared to 2000, higher percentages of both respondent groups were satisfied with the information about how money is spent by the provincial government on all schools.

Table 19: Percentage of Parents and Public Who were Satisfied With the Information Received About How Money Is Spent

	1995	1996	1997	1998	1999	2000	2001
By the Local School							
Parents	62%	60%	66%	64%	60%	63%	**62%**
Public	43%	46%	50%	45%	45%	45%	**47%**
By the Local School Board							
Parents	44%	48%	50%	53%	47%	47%	**50%**
Public	40%	47%	47%	44%	44%	44%	**45%**
By the Provincial Government on All Schools							
Parents	30%	33%	37%	40%	35%	34%	**39%**
Public	32%	37%	38%	33%	32%	34%	**41%**

Source: Environics West Surveys 1995, 1996, 1997; The Advisory Group Surveys 1998, 1999; Criterion Research Corp. Surveys 2000, 2001.

3.4.8. Most Useful Sources of Information about Alberta's Elementary, Junior and Senior High Schools

Parents (ECS – Grade 12) and the general public reported the most useful source of information about Alberta's elementary, junior and senior high schools.

One quarter or more of parents indicated that the school newsletter (39%), the school (29%) and the newspaper (25%) were the most important source of information. Lower proportions reported other parents (15%), teachers (12%), television (10%), the internet (9%), the school board (7%), their children (6%), the radio (5%) and the government (2%).

The general public indicated that the newspaper (25%), the school (17%), the school newsletter (16%) and the television (16%) were the most important source of information. Lower proportions reported teachers (12%), their children (9%), other parents (9%), the internet (7%), the radio (5%), the school board (4%) and the government (2%).

Newspapers, television and the school board have decreased in reported usefulness compared to 1996 for both respondent groups, while the mentions for Internet and other parents have increased.

Table 20: Most Useful Sources of Information about Alberta's Elementary, Junior and Senior High Schools

	Parents			Public		
	1995	**1996**	**2001**	**1995**	**1996**	**2001**
Television	16%	17%	**10%**	25%	21%	**16%**
Radio	7%	8%	**5%**	10%	10%	**5%**
Newspaper	45%	46%	**25%**	49%	50%	**25%**
School Newsletter	27%	38%	**39%**	12%	14%	**16%**
Internet	--	--	**9%**	--	--	**7%**
Teachers	11%	12%	**12%**	8%	9%	**12%**
My Children	4%	5%	**6%**	3%	3%	**9%**
Government	4%	3%	**2%**	3%	4%	**2%**
Other Parents	7%	5%	**15%**	5%	3%	**9%**
The School	35%	26%	**29%**	15%	15%	**17%**
School Board	12%	12%	**7%**	9%	10%	**4%**
Other Mentions	2%	--	**4%**	2%	--	**4%**

Source: Environics West Surveys 1995, 1996; Criterion Research Corp. Surveys 2001.

When responses to overall satisfaction, environment elements, satisfaction with information elements, value for money elements and learner preparedness elements are compared based on most useful source of information, those respondents who indicated school sources were generally more likely to report satisfaction with the information elements.

Those respondents who indicated that personal sources are most useful were more likely to report lower levels of satisfaction with the learner preparedness elements. Compared to those who indicated media sources, those respondents who reported school sources were more likely to report satisfaction across the majority elements.

Table 21: Satisfaction of Parents/Public by Most Useful Source for Information about Alberta's Elementary, Junior and Senior High School

	Media Sources	School Sources	Personal Sources	Gov't Sources	Other
Overall Satisfaction					
Parents: Quality of education that your child is receiving	86%	90%	85%	94%	84%
Public: Quality of education that students in elementary, junior and senior high schools are receiving	70%	77%	68%	75%	68%
Safe Environment					
Parents: Agreement that your child's school provides a **safe** environment	88%	89%	85%	94%	86%
Caring Environment					
Parents: Agreement that your child's school provides a **caring** environment	89%	89%	84%	88%	81%
Satisfaction					
Parents: With the information you receive about how money is spent on your child's educational progress and achievement	83%	88%	81%	94%	84%
Parents: With the information you receive about how money is spent in your child's school	57%	66%	58%	59%	57%
Public: With the information you receive about how money is spent in your community	48%	53%	45%	51%	45%
Parents: With the information you receive about how money is spent by your local school board	42%	54%	45%	47%	48%
Public: With the information you receive about how money is spent by your local school board	47%	50%	43%	48%	44%
Parents: With the information you receive about how money is spent by the provincial government on elementary, junior and senior high schools	38%	42%	35%	41%	27%
Public: With the information you receive about how money is spent by the provincial government on elementary, junior and senior high schools	44%	40%	38%	44%	40%

Source: Environics West Surveys 1995, 1996; Criterion Research Corp. Surveys 2001.

Table 22: Satisfaction of Parents/Public by Most Useful Media Source for Information about Alberta's Elementary, Junior and Senior High School (Cont'd)

	Media Sources	School Sources	Personal Sources	Gov't Sources	Other
Value for Money					
Parents: Satisfaction that you are receiving value for money that is spent in your child's school	67%	75%	66%	65%	65%
Public: Agreement that Alberta's learning system is affordable	63%	69%	67%	65%	67%
Public: Agreement that Alberta's learning system is within the means of most Albertans	78%	76%	72%	74%	71%
Public: Satisfaction that **you** are receiving value for money that is spent in schools in your community	58%	65%	59%	80%	58%
Public: Satisfaction that **taxpayers** are receiving value for money that is spent in schools in your community	59%	62%	58%	45%	56%
Preparation for Post Secondary - Parents					
Parents: Agreement that high school graduates in Alberta are prepared to enter post-secondary education and training	53%	55%	48%	65%	49%
Public: Agreement that high school graduates in Alberta are prepared to enter post-secondary education and training	61%	60%	56%	66%	58%
Citizenship					
Parents: Agreement that high school graduates in Alberta are being taught the rights and responsibilities of citizenship	40%	45%	34%	53%	41%
Public: Agreement that high school graduates in Alberta are being taught the rights and responsibilities of citizenship	50%	51%	46	50%	47%
Lifelong Learning					
Parents: Agreement that high school graduates in Alberta have ease of access to lifelong learning	74%	74%	71%	76%	75%

Source: Criterion Research Corp. Surveys 2001.

Elements of satisfaction were compared based on the responses to most useful source of information about the adult learning system. Those who indicated politicians or government as the most useful source were more likely to have reported satisfaction with the elements relating to value for money spent and preparation for the workforce. Media sources were identified as the most useful source of information by those with the highest levels of satisfaction regarding access to information.

Table 23: Satisfaction of Learners & Non-attendees by Source of Information* on Adult Learning System

	Media Sources	Public Relations	Personal Sources	Gov't Sources	Other
Satisfaction with training					
Adult Learners	88%	92%	93%	93%	85%
Access					
Adult Learners	83%	82%	74%	72%	77%
Non-attendees	80%	79%	66%	74%	62%
Value for money spent					
Adult Learners	75%	72%	75%	79%	77%
Non-attendees[1]	70%	68%	62%	75%	48%
Non-attendees[2]	63%	56%	64%	68%	67%
Preparation for workforce					
Adult Learners	85%	78%	82%	92%	60%
Non-attendees	75%	75%	77%	82%	68%
Preparation for citizenship					
Adult Learners	79%	64%	69%	78%	54%
Non-attendees	70%	68%	68%	77%	62%
Preparation for lifelong learning					
Adult Learners	82%	75%	81%	92%	78%
Non-attendees	77%	75%	77%	73%	62%

Source: Criterion Research Corp. Surveys 2001.

**Sources of Information were grouped into media sources, public relations, personal sources, government sources and other sources. Media sources included TV, newspaper and radio. Public relations sources included public relations campaigns, brochures and calendars. Personal sources included personal, family and friends experience. Government sources included Government forums and politicians.*

[1] *In 2001, half of respondents were asked if* ***they*** *are receiving value for money and the other half were asked* [2] *if* ***taxpayers*** *are receiving value for money.*

SECTION TWO – OTHER FINDINGS BY RESPONDENT GROUP

4. OTHER FINDINGS BY RESPONDENT GROUPS

4.1. PARENTS OF CHILDREN WITH SEVERE AND MILD / MODERATE SPECIAL NEEDS

4.1.1. Incidence of Receiving Various Services to Support Participation in School Program

The proportion of parents of special needs children who indicated their child receives specific services were reported for this year, 2000/2001, and last year, 1999/2000. In the 2000 research, respondents reported specific services received in 1999/2000.

Parents of Children with Severe Special Needs

As in the 2000 research, the majority of parents of children with severe special needs indicated that their child received a teacher assistance or aide (83%). Less than half of respondents indicated their child received speech language therapy (44%), management of behavioral problems (43%) and handicapped children's services (40%). Similar and lower proportions reported that their child receives occupational therapy (32%), regular medications or injections (32%), personal counseling (30%) and psychiatry or psychology (29%). Less than 25% each indicated equipment and supplies (24%), physiotherapy (20%), physical needs (20%), audiology (14%) and child welfare (13%). Approximately five percent mentioned emergency medications or injections (6%), sign language interpreter (6%), native liaison worker (6%), probation supervisor (6%), institutional placement (5%) and respiratory therapy (4%).

Differences compared to this year's recall of last years receipt of services included lower proportions indicating their child is receiving a teachers assistant or aide, speech language therapy, handicapped Children's Services and equipment or supplies. Higher proportions reported regular medications or injections this year.

Parents of Children with Mild/Moderate Special Needs

As with parents of children with severe special needs, the majority of parents of children with mild/moderate special needs indicated that their child received a teacher assistant or aide (56%). Thirty percent or less of respondents indicated speech language therapy (29%), management of behavioral problems (26%) and personal counseling (24%). Lower proportions reported that their

child receives regular medications or injections (18%), psychiatry or psychology (15%), occupational therapy (13%), audiology (12%), equipment or supplies (11%) and handicapped children's services (10%). Less than one in ten each indicated child welfare (8%), physiotherapy (6%), physical needs (6%), emergency medications or injections (4%), native liaison worker (4%), sign language interpreter (3%), probation supervisor (3%), respiratory therapy (3%) and institutional placement (3%).

Table 24: Incidence of Receiving Various Services to Support Participation in School Program

	SEVERE			MILD / MODERATE	
Service	Last Year Reported	1999/2000 Last Year (Recalled) [1]	2000/2001 This Year	1999/2000 Last Year (Recalled) [1]	2000/2001 This Year
Teacher assistant / aide	82%	78%	83%	54%	56%
Speech language therapy	49%	44%	44%	30%	29%
Handicapped Children's Services	45%	40%	40%	11%	10%
Management of behavioral problems	40%	40%	43%	25%	26%
Occupational therapy	33%	32%	32%	12%	13%
Psychiatry / Psychology	30%	30%	29%	17%	15%
Regular medications / injections	27%	31%	32%	17%	18%
Equipment / Supplies.	26%	22%	24%	10%	11%
Personal counseling	26%	29%	30%	24%	24%
Physiotherapy	22%	20%	20%	6%	6%
Physical needs	22%	19%	20%	6%	6%
Audiology	15%	16%	14%	16%	12%
Child welfare	10%	13%	13%	8%	8%
Emergency medications / injections	6%	7%	6%	4%	4%
Sign language interpreter	6%	5%	6%	3%	3%
Native liaison worker	5%	6%	6%	4%	4%
Probation supervisor	4%	6%	6%	4%	3%
Respiratory therapy	4%	4%	4%	3%	3%
Institutional placement	4%	6%	5%	2%	3%
Other services	12%	11%	14%	10%	12%

Source: *Criterion Research Corp. Surveys: 2000, 2001*

Note: [1] *Results from 2000 research (last year reported) conducted by Criterion Research Corp. In 2001, respondents were asked which services were received last year (1999 / 2000) and this year (2000 / 2001).*

4.1.2. Satisfaction with Specific Services Received to Support School Participation

Parents of Children with Severe Special Needs

Seventy-five percent or more of respondents indicated that services were easy to access: regular medications or injections (88%), physiotherapy (84%), physical needs (84%), audiology (81%), Handicapped services (81%), respiratory therapy (81%), emergency medications or injections (80%), occupational therapy (79%), personal counseling (79%), speech language therapy (77%), child welfare (76%), equipment/supplies (76%), probation supervision (76%), sign language interpreter (75%) and teacher assistant/aide (74%).

Lower proportions reported psychiatry and psychology (70%), behavioral problem management (70%), institutional placement (66%) and native liaison worker (65%).

Parents of Children with Mild/Moderate Special Needs

More than ninety percent of parents reported that probation supervision (96%) and regular medications/injections (92%) services were easy to access.

Seventy five percent or more indicated that handicapped services (88%), physical needs (86%), respiratory therapy (83%), equipment/supplies (83%), personal counseling (82%), physiotherapy (81%), emergency medications/injections (80%), audiology (78%), native liaison worker (78%), speech language therapy (77%), child welfare (75%), teacher assistant/aide (75%) services were easy to access.

Lower proportions of parents reported that sign language interpreter (71%), behavioral problem management (70%), occupational therapy (69%), psychiatry/psychology (58%) and institutional placement (58%) services were easy to access.

Table 25: Percentage of Parents of Children with Severe and Mild / Moderate Special Needs Who Agreed that Specific Services were Easy to Access

	Severe			Mild / Moderate
	1999	2000	2001	2001
Teacher assistant/aide	71.9%	71.0%	74.0%	75.1%
Speech language therapy	79.6%	72.8%	76.6%	77.2%
Physiotherapy	84.0%	70.8%	83.9%	81.0%
Audiology	75.8%	80.3%	81.4%	77.6%
Occupational therapy	77.8%	73.4%	79.4%	69.3%
Respiratory therapy	71.4%	75.8%	80.7%	83.4%
Regular medications/injections	84.0%	87.1%	87.8%	92.0%
Emergency medications/injections	73.3%	79.5%	80.0%	80.0%
Equipment/Supplies	73.3%	70.5%	76.0%	82.7%
Personal counseling	73.3%	76.0%	79.4%	81.6%
Psychiatry/Psychology	68.7%	68.4%	70.1%	58.2%
Behavioral problem mgmt	74.3%	71.0%	69.8%	69.6%
Sign language interpreter	73.8%	72.7%	74.9%	71.4%
Physical needs	83.4%	83.6%	83.6%	85.7%
Handicapped services	74.6%	75.9%	81.4%	87.5%
Child welfare	81.7%	77.4%	76.1%	75.4%
Probation supervision	68.0%	71.4%	75.5%	95.5%
Institutional placement	67.7%	53.3%	65.8%	57.9%
Native liaison worker	75.9%	83.3%	65.3%	77.5%
Other services	75.4%	77.8%	69.0%	71.1%

Source: The Advisory Group Surveys 1999; Criterion Research Corp. Surveys 2000, 2001.

Similar to the 2000 research, parents who disagreed that a specific service was easy to access reported their reasons, they were in response to the specific service identified. The results of the 2000 research were qualitative in nature only and were not coded for analysis. The 2001 research included the coding of these responses and the tables are presented in Appendix D.

Main findings across both special needs segments include that parents consistently indicated the following:

- waiting lists are too long
- there is a poor quality of service
- they have to do it themselves/there isn't any help
- specialists and support staff are not available
- there is insufficient service
- there is a lack of funding
- information about services is hard to find and
- they have to prove that their child is a special needs child.

Parents of children with severe special needs also indicated that there is too much red tape and bureaucracy.

4.2. PARENTS OF CHILDREN WITH SPECIAL NEEDS WHO AGREED WITH ALLOCATION OF RESOURCES FOR STUDENTS WITH SPECIAL NEEDS UNDER THE STUDENT HEALTH INITIATIVE

This research included the responses of parents of special needs children regarding the Student Health Initiative. Parents were asked about their satisfaction with a number of Student Health Initiative elements: knowledge, opportunity for input, level of involvement and services received.

Similar proportions of parents of children with severe and mild/moderate special needs reported their satisfaction with their involvement (61% and 58%), they are knowledgeable about the partnership in their community (29% and 30%) and they have received services through the partnership (23% and 22%).

Parents of severe special needs children were more likely to agree that they had the opportunity to provide input (48% vs 42%). Other than their agreement with their knowledge about the partnership, parents of severe special needs were more likely to have reported their agreement with the elements of the Student Health Initiative.

Table 26: Percentage of Parents of Children with Special Needs who Agreed with Allocation of Resources for Students with Special Needs Under the Student Health Initiative

	Severe	Mild / Moderate
Knowledgeable		
About Student Health Partnership in community	29%	30%
Input		
Had the opportunity to provide input into the Student Health Partnership	48%	42%
Level of Involvement		
Satisfied with the level of involvement	61%	58%
Services		
Child has received student health services through the Student Health Partnership	23%	22%

Source: Criterion Research Corp. Surveys 2001.

4.3. PARENTS (ECS – GRADE 12)

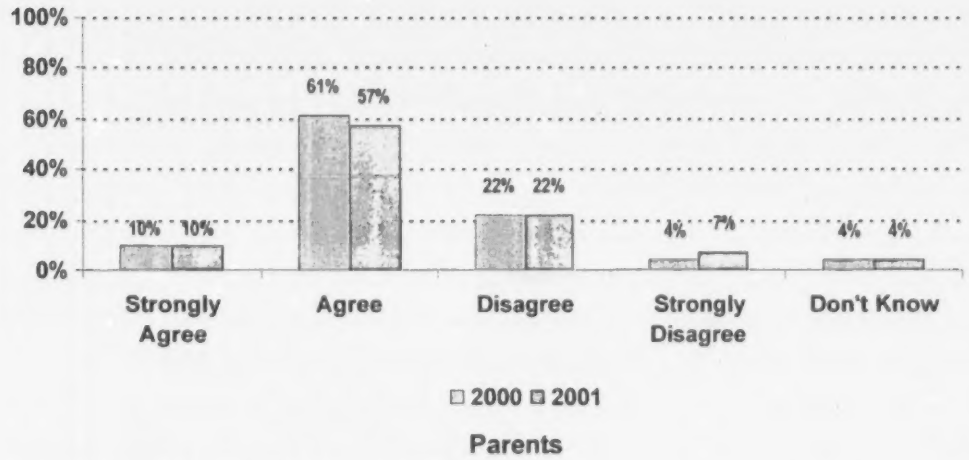
4.3.1. Parental Satisfaction with Information Needed to Access Programs and Services for their Child

Parents (ECS – Grade 12) were asked whether they agree that they can obtain the information they need to access programs and services that meet their child's learning needs.

Two-thirds (67%) agreed or strongly agreed that they can obtain the information, while approximately one-third (29%) disagreed or strongly disagreed.

There was a slight decrease in the percentage of parents who agreed or strongly agreed that this information is obtainable in comparison to 2000 (67% from 71%), while those who disagreed or strongly disagreed increased slightly (29% from 26%).

Figure 12: Parental Satisfaction That They Can Obtain the Information Needed to Access Programs and Services for their Child



Source: Criterion Research Corp. Surveys 2000, 2001.

4.4. ADULT LEARNERS

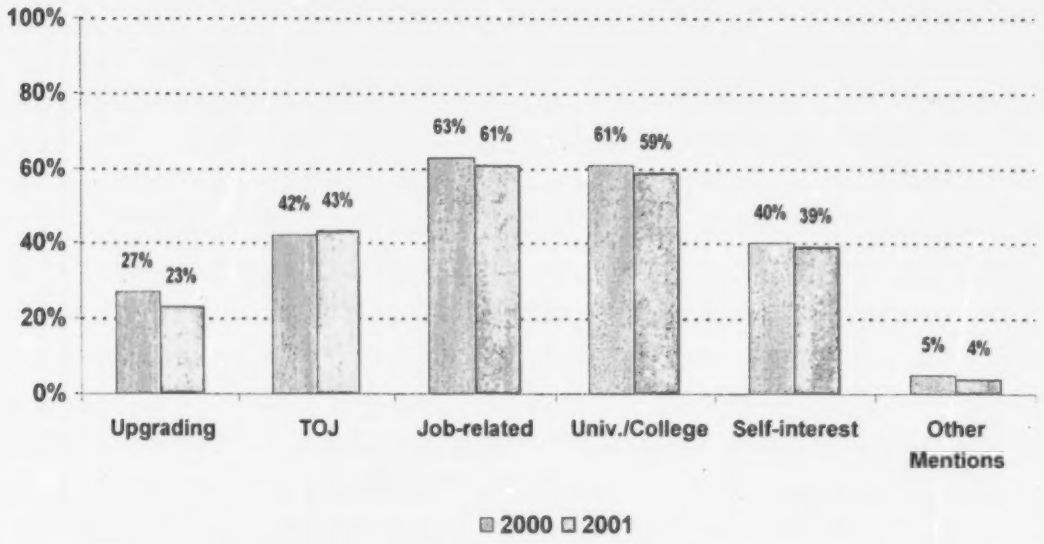
4.4.1. Type and Location of Education / Training Taken in Past Twelve Months

Adult learners were asked to specify what types of education or training they had taken in the past twelve months. Respondents could give more than one response to this question.

The most common types of education or training taken by adult learners in the past twelve months were job-related courses (61%) and university, college or technical institute courses (59%). Fewer adult learners indicated they had taken training on the job (43%) or self-interest courses (39%) in the past twelve months, while 23% stated they had taken upgrading classes.

Compared to the 2000 research, adult learners reported lower incidence in all types of education or training except for on the job training which was slightly higher in 2001.

Figure 13: Types of Education / Training Taken in Past Twelve Months



Source: Criterion Research Corp. Surveys 2000, 2001.

Additional Subsegment Analysis

Older adult learners were more likely to report that they were involved in job related education or training, as were those who had two or more dependents. Younger age groups were more likely to report university or public college as the location for their education of training.

4.4.2. Where Education / Training was Taken in Past Twelve Months

When asked to specify where the education or training was taken, more than one-quarter of adult learners mentioned either public college (28%) or university (26%).

Lower percentages had taken education or training in the past twelve months at a technical institute (14%), the workplace (11%), high school (8%), private company (6%), private college (6%), in the community (4%), vocational college (2%), a private university college or church (2%) or private vocational school (1%)

Compared to 2000, similar proportions of respondents reported the same location of training or education in 2001.

Table 27: Where Education / Training was Taken in Past Twelve Months

	2000	2001
Location of Training / Education		
Public College	27%	**28%**
University	22%	**26%**
Technical Institute	14%	**14%**
Workplace	10%	**11%**
High School	6%	**8%**
Private Company	8%	**6%**
Private College	5%	**6%**
Community	3%	**4%**
Vocational College	4%	**2%**
Private University College / Church	1%	**2%**
Private Vocational School	2%	**1%**
Other Mentions	16%	**13%**

Source: Criterion Research Corp. Surveys 2000, 2001.

4.4.3. Main Reason for Taking Education / Training in Past Twelve Months

When asked to specify the main reason for taking any education or training in the past twelve months, approximately one in five (19%) adult learners identified "to improve their career or career opportunities" as the reason. Other reasons for taking education or training were cited by 15% or less: to get a job (15%), improve knowledge (13%), improve skills (11%), self development or improvement (9%), interest in the subject (7%), to complete or advance a degree (6%), required by employer (6%), to change a career (5%), to improve earnings (2%), for recreational or leisure interest (2%) and for community or volunteer involvement (less than 1%).

2001 results were similar to the results of the 2000 research.

Table 28: Main Reason for Taking Education / Training in Past Twelve Months

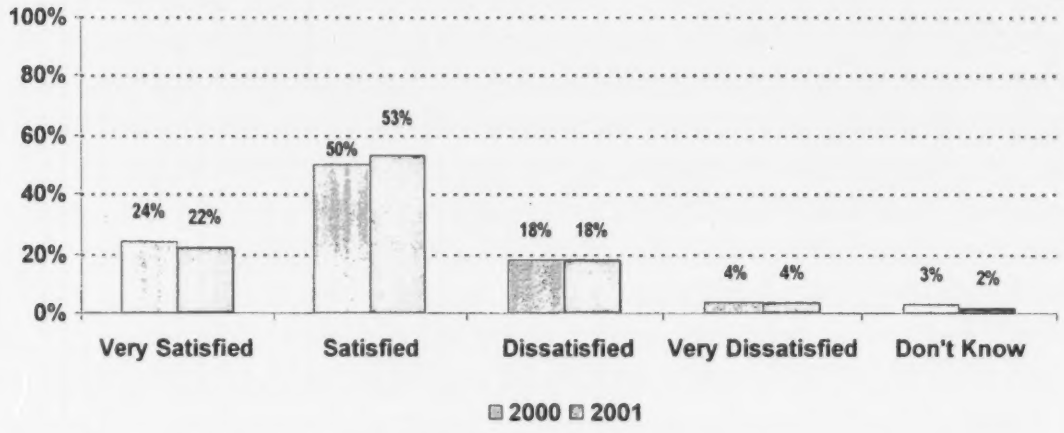
	2000	2001
Improve career / career opportunities	20%	19%
To get a job	13%	15%
Improve knowledge	13%	13%
Improve skills	15%	11%
Self development / improvement	8%	9%
Interest in subject	4%	7%
Complete / Advance a degree	7%	6%
Required by employer	5%	6%
Change career	5%	5%
Improve earnings	3%	2%
Recreational / Leisure interest	2%	2%
Community / Volunteer involvement	*	*
Other Mentions	4%	4%

Source: Criterion Research Corp. Surveys 2000, 2001.
** Less than 1%*

4.4.4. Satisfaction that Adults are Able to Access Education / Training They Want

Three-quarters (75%) of adult learners expressed satisfaction that most adults are able to access the education or training they want. Results from the 2001 research were similar to the 2000 research.

Figure 14: Satisfaction that Adults are Able to Access Education / Training they Want



Source: Criterion Research Corp. Surveys 2000, 2001.

4.4.5. Main Reason for Being Satisfied / Dissatisfied with Education / Training Taken in Past Twelve Months

The adult learners who were satisfied overall with the education or training they had taken in the past twelve months were asked to provide the main reason for their satisfaction.
Almost one-third (31%) of adult learners who were satisfied with their education or training cited that the education made them more knowledgeable or skilled as the reason for their satisfaction, while 15% mentioned having good instructors.

Other reasons mentioned by one in ten or less of learners who were satisfied with their education or training included: the education made them more effective in their job (12%), it met their expectations (9%), got them a job (6%), it was quality education (4%), it made them more confident (4%), increased their recreational or leisure skills (3%), good facilities (2%), got them a promotion (1%) and small class sizes (1%).

Results were similar to the 2000 research.

Table 29: Main Reason for Being Satisfied with Education / Training Taken in Past Twelve Months

Those who are satisfied with education / training	2000	2001
Made me more knowledgeable / skilled	31%	31%
Good instructors	17%	15%
Made me more effective in job	10%	12%
Met my expectations	--	9%
Got a job	4%	6%
Quality education	--	4%
Made me more confident	2%	4%
Increased recreational / leisure skills	3%	3%
Good facilities	1%	2%
Got a promotion	1%	1%
Small class size	1%	1%
Low tuition	*	1%
Became more involved in community	*	1%
Other Positive Mentions	--	6%
Other Negative Mentions	--	3%
Other Mentions	19%	--
No Reason / Don't Know	10%	3%

Source: Criterion Research Corp. Surveys 2000, 2001.

** Less than 1%*

Note: In 2001, where respondents provided a non-precoded response, these responses were coded and reported in the appropriate tables. Previous research provided such qualitative responses in verbatim form only.

Those adult learners who were dissatisfied with the education or training they had taken in the past twelve months provided the main reason for their dissatisfaction. However, due to the small sample of these respondents, caution is to be exercised in the interpretation of this data.

Approximately 15% cited having poor instructors (16%), expensive cost (16%) and the education or training not meeting their expectations (15%) as the reason for their dissatisfaction.

Less than 10% of respondents mentioned the information not being relevant (9%), too many people per class (5%), education in Alberta is too conservative (4%), scheduling issues (4%), not

learning anything new (2%), never getting a job (2%), courses being too long (2%) or too short (1%) as the reason for their dissatisfaction.

Compared to the 2000 research, greater proportions of adult learners reported the main reason for dissatisfaction results from poor instructors, too expensive, did not meet expectations and information is not relevant.

Table 30: Main Reason for Being Dissatisfied with Education / Training Taken in Past Twelve Months

Those who are dissatisfied	2000	2001
Poor instructors	13%	**16%**
Too expensive	10%	**16%**
Did not meet expectations	10%	**15%**
Information not relevant	4%	**9%**
Too many people per class	--	**5%**
Education in Alberta is too conservative	--	**4%**
Scheduling issues	2%	**4%**
Did not learn anything new	4%	**2%**
Never got a job	2%	**2%**
Too long	1%	**2%**
Too short	--	**1%**
Poor facilities	1%	--
Other Mentions	49%	**22%**
Don't Know	2%	--

Note: In 2001, where respondents provided a non-precoded response, these responses were coded and reported in the appropriate tables. Previous research provided such qualitative responses in verbatim form only.

4.4.6. Main Reason for Being Dissatisfied that Adults Taking Education / Training are Getting Appropriate Skills / Knowledge for the Workforce

Adult learners who expressed dissatisfaction that adults taking education or training are getting appropriate skills and knowledge to prepare them for the workforce were asked the reasons for their rating.

Approximately one in five were dissatisfied because of poor program quality (22%). Lower proportions cited incorrect items being taught (13%), individuals having poor life skills (11%), individuals not having enough technical expertise (9%), people generally unprepared (8%), more training required to get the job (6%), too expensive (4%), inadequate instructors (3%), lack of access for rural communities (3%), many still unemployed (3%), schools only want tuition but do not care (2%), people are not aware of programs and options (2%) and individuals having poor literacy skills (less than 1%).

Higher proportions cited poor program quality (22% vs 15%) and not having technical expertise (9% vs 4%) in 2001 compared to 2000.

Table 31: Main Reason for Being Dissatisfied that Adults Taking Education / Training are Getting Appropriate Skills / Knowledge for the Workforce

	2000	2001
Poor program quality	15%	**22%**
Incorrect items being taught	10%	**13%**
Individuals have poor life skills	14%	**11%**
Individuals do not have enough technical experience	4%	**9%**
People generally unprepared	--	**8%**
More training required to get job	--	**6%**
Too expensive	--	**4%**
Need more experience	--	**4%**
Instructors are out of touch	--	**3%**
Instructors are inadequate	6%	**3%**
Lack of access / Rural communities	--	**3%**
Many still unemployed	--	**3%**
School only wants tuition but does not care	--	**2%**
People are not aware of programs / options	--	**2%**
Individuals have poor literacy skills	4%	**1%**
Other Mentions	37%	**9%**
Don't Know	9%	**3%**

Source: Criterion Research Corp. Surveys 2000, 2001.

Note: In 2001, where respondents provided a non-precoded response, these responses were coded and reported in the appropriate tables. Previous research provided such qualitative responses in verbatim form only

4.4.7. Indication of Whether Education / Training would be Taken Again

Reflective of the high levels of satisfaction among adult learners, the majority (86%) indicated that they would take the education or training again.

Table 32: Indication of Whether Education / Training would be Taken Again

	2000	2001
Would take education / training again	83%	86%
Would not take education / training again	16%	14%

Source: Criterion Research Corp. Surveys 2000, 2001.

Respondents indicated that the main reasons for taking education or training again are their satisfaction (7%), education or training is required or necessary (4%), to become more effective (3%) and related or advanced courses (2%).

Table 33: Reason for Taking Education Training Again

	2001
No Mentions	62%
Satisfied	7%
If Required / Necessary	4%
To get more effective	3%
Related / Advanced courses	2%
Other general negative comments	2%
Other Mentions	7%
Don't Know	15%

Source: Criterion Research Corp. Surveys 2001.

Note: Numbers do not add to 100% due to rounding.

4.5. ADULT NON-ATTENDEES

4.5.1. Reasons for Not Taking Education or Training in the Past Twelve Months

All general public respondents who indicated that they had not taken any education or training in the past twelve months were asked to provide the main reason for not taking any.

The most frequent responses were "not having the time" (29%) or "feeling that education is not necessary" (25%). Less frequently mentioned were "their age" (10%), "education costing too much" (8%), "not being interested" (7%), "family obligations" (7%), "not being available locally" (3%) and "physical barriers" (1%) as the reason for not taking any education or training in the past twelve months.

Results from 2001 were similar to the 2000 research.

Table 34: Main Reason for Not Taking Education / Training in Past Twelve Months

	2000	2001
Do not have the time	26%	29%
Not necessary	26%	25%
Age (retired)	9%	10%
Costs too much	7%	8%
Not interested	8%	7%
Family obligations	8%	7%
Not available locally	2%	3%
Physical barriers	1%	1%
Other Mentions	10%	9%
Don't Know	2%	1%

Source: Criterion Research Corp. Surveys 2000, 2001.

Those respondents who indicated that cost was a factor in not taking any education or training in the past twelve months were asked if they applied for government sponsored financial aid. Of those respondents, 44% indicated that they did apply for financial aid from the government. Of those who applied for financial assistance, 22% indicated that they did not receive this financial aid.

Table 35: Incidence of Applying for / Receiving Government Sponsored Financial Aid Among those who Indicate Cost was a Reason for Not Taking Education / Training in Past Twelve Months

	2001
Applied for Government Aid (n=91)	44%
Received assistance	78%
Did not receive assistance	22%
Did Not Apply for Government Aid	56%

Source: Criterion Research Corp. Surveys 2001.

Those respondents who did not take education or training in the past twelve months were asked if they ever had taken training or education in adult learning. Of non-attendees in the past year that mentioned cost as a factor for not taking education or training, 54% indicated that they have taken some education or training in Alberta's adult learning system at some time.

Table 36: Incidence of Non-attendees Who Cited Cost as a Factor Indicating That They Have Ever Accessed Adult Education or Training in Alberta

	2001
Ever taken education or training in adult learning	
Yes	54%
No	46%

Source: Criterion Research Corp. Surveys, 2001.

4.5.2. Reasons for Being Dissatisfied that Adults Taking Education / Training are Getting Appropriate Skills

Adult non-attendees who were dissatisfied that adults taking education or training are getting the appropriate skills or knowledge for the workforce were asked to cite the reasons for their dissatisfaction.

Approximately one in five cited poor program quality (17%). Other mentions included that training is not effective to get ahead (13%), incorrect items being taught (12%), individuals not having enough technical experience (10%), individuals having poor life skills (9%), funding

issues (6%), not enough available (5%), instructors being inadequate (5%), dissatisfied in general (4%), no jobs (4%) and individuals having poor literacy skills (3%).

Compared to 2000, non-attendees were more likely to cite poor program quality (17% vs 10%), incorrect items being taught (12% vs 6%) and individuals have poor life skills (9% vs 3%) as main reasons for being dissatisfied.

Table 37: Main Reason for Being Dissatisfied that Adults Taking Education / Training are Getting Appropriate Skills / Knowledge for the Workforce

	2000	2001
Poor program quality	10%	17%
Training not effective in getting ahead	--	13%
Incorrect items being taught	6%	12%
Individuals do not have enough technical experience	11%	10%
Individuals have poor life skills	3%	9%
Funding issues (not available / too expensive)	--	6%
Not enough available	--	5%
Instructors are inadequate	5%	5%
Dissatisfied (general)	--	4%
No jobs	--	4%
Individuals have poor literacy skills	2%	3%
Need to start training for career in High School	--	2%
Poor work ethic	--	2%
Program length (too short / too long)	--	2%
Institutions are out of touch	6%	2%
Other Mentions	48%	6%
Don't Know	9%	3%

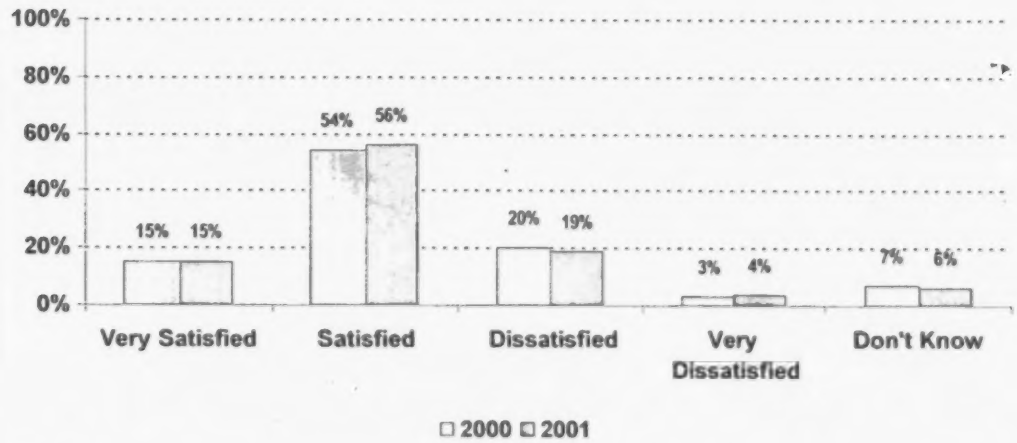
Source: Criterion Research Corp. Surveys 2000, 2001.

Note: In 2001, where respondents provided a non-precoded response, these responses were coded and reported in the appropriate tables. Previous research provided such qualitative responses in verbatim form only.

4.5.3. Satisfaction that Most Adults are Able to Access the Education / Training They Want

Seventy-one percent (71%) of respondents were satisfied that most adults are able to access the education or training they want. Similar results were reported in 2000.

Figure 15: Satisfaction that Adults are Able to Access Education / Training they Want



Source: Criterion Research Corp. Surveys 2000, 2001.

Those respondents who were dissatisfied that most adults are able to access the education or training they want were asked to cite the reasons for their dissatisfaction.

Twenty-one percent (21%) cited costs are more than what is considered worth as the reason for their dissatisfaction. Lower proportions cited that their debt load to be incurred would be too high (12%), too expensive (11%), geographic problems (8%), lack of available courses (8%), loans to those in need are insufficient (5%), entrance requirements too high (5%), lack of flexibility (5%), local access issues (4%), lack of appropriate courses (3%) and student grants are insufficient (3%) as the reason for their dissatisfaction.

Results from 2001 were similar to the 2000 research.

Table 38: Main Reason for Being Dissatisfied that Most Adults are Able to Access Education / Training they Want

	2000	2001
Costs are more than what is considered worth	21%	21%
Debt load to be incurred too high	9%	12%
Too expensive	--	11%
Geographic problem	10%	8%
Lack of available courses	10%	8%
Loans to those in need are insufficient	6%	5%
Entrance requirements too high	4%	5%
Lack of flexibility	4%	5%
No access locally	--	4%
Lack of appropriate courses	--	3%
Student grants are insufficient	2%	3%
Less accessible to low income people	--	2%
Should be available to all	--	2%
People don't know about it	--	2%
Not enough openings	--	2%
Lack of information on careers	4%	2%
Other time issues	--	2%
Other Mentions	27%	6%
Don't Know	3%	1%

Source: Criterion Research Corp. Surveys 2000, 2001.

Note: In 2001, where respondents provided a non-precoded response, these responses were coded and reported in the appropriate tables. Previous research provided such qualitative responses in verbatim form only.

4.5.4. How Resources Should be Invested in Alberta's Adult Learning System

All adult non-attendees reported how they think resources should be invested if the Alberta's adult learning system had additional resources.

Fifteen percent (15%) cited reduction in tuition as how additional resources should be invested. Approximately one in ten each suggested that additional resources should be invested to increase access to education or training (9%), increasing student financial aid (7%) or improving the quality of education or training (6%), more programs (6%) and improve programs (5%). Four percent (4%) each suggested increase funding, improving the skills of the workforce and upgrading buildings or equipment.

Higher proportions cited reduction in tuition as how additional resources should be invested in the adult learning system compared to the 2000 research (15% vs 11%).

Table 39: How Additional Financial / Non-Financial Resources Should be Invested in Alberta's Adult Learning System

	2000	2001
Reduce tuition	11%	15%
Increase access to education / training	9%	9%
Increase student financial aid	8%	7%
Improve quality of education / training	8%	6%
More programs	--	6%
Improve programs / training / courses	--	5%
Increase funding	--	4%
Improve skills of the workforce	2%	4%
Upgrade the buildings / equipment	2%	4%
Increase access	--	3%
Make smaller / More classrooms	--	2%
Programs to put people in the workforce	--	2%
Improve instructors / instruction	--	2%
Other Mentions	25%	6%
Don't Know	35%	30%

Source: Criterion Research Corp. Surveys 2000, 2001.
Note: In 2001, where respondents provided a non-precoded response, these responses were coded and reported in the appropriate tables. Previous research provided such qualitative responses in verbatim form only.

4.5.5. Strongest Influence on Opinions of Adult Learning System

Approximately 30% of adult non-attendees indicated that personal experiences (30%) and the experiences of friends or family members (28%) most strongly influenced their opinions of the adult learning system.

One in five (21%) cited the media as the strongest influence on their opinions, while 12% were most influenced by brochures or calendars, 2% by government forums or politicians and 1% by public relations campaigns.

Similar results were reported in the 2000 research.

Table 40: Strongest Influence on Opinion of Adult Learning System

	2000	2001
Personal experience	29%	30%
Friends / Family experience	30%	28%
Media	19%	21%
Brochures / Calendars	11%	12%
Government forums / Politicians	1%	2%
Public relations campaign	2%	1%
Other Mentions	2%	1%
Don't Know	6%	5%

Source: Criterion Research Corp. Surveys 2000, 2001.

4.6. HIGH SCHOOL STUDENTS

4.6.1. Agreement with Aspects of Apprenticeship Training and the Trades as a Career Choice; Factors Influencing Career Choices

Students were asked to rate their agreement with statements concerning apprenticeship training, the trades as a career choice and about the factors which influence those choices.

Ninety-two percent (92%) reported that they plan to pursue a university or college education. Over 80% reported that parents and family shaped career choices (86%), they would recommend the trades as a viable career choice (84%), they are aware of the trades as a career choice (82%) and that careers in the trades are interesting and challenging (81%).

Lower proportions indicated that friends and high school students influenced career choices (71%), teachers, guidance and/or career counselors influenced career choices (71%), their counselor/teacher increased awareness of the trades(70%), they have considered a career in the trades (54%), post-secondary institutions web sites influenced career choices (50%), post-secondary institutions advertising influenced career choices (47%), they plan to pursue a trade (38%) and other internet advertising influenced career choices (27%).

There tended to be greater awareness and agreement by male students than female students regarding apprenticeship training and the trades as career options.

Table 41: 2001 Results - Agreement with Aspects of Apprenticeship Training and the Trades as a Career Choice; Factors Influencing Career Choices

	2001
I plan to pursue a university or college education.	92%
Parents and family helped me to shape my career choices.	86%
I would recommend the trades as a viable career choice for others.	84%
I am aware of apprenticeship training and the trades as a career choice.	82%
Careers in the trades are interesting and challenging.	81%
Friends and high school students helped me to shape my career choices.	71%
Teachers, guidance counselors and/or career counselors helped me to shape my career choices.	71%
My counselor/teacher made me aware of the options available in apprenticeship and industry training.	70%
I have considered the trades as a career option.	54%
Information from post-secondary institutions on their internet web sites influenced my career choices.	50%
Advertisements from post-secondary institutions on television, radio and in newspapers influenced my career choices.	47%
I plan to pursue a trade as my career choice.	38%
Other advertising on trades/internet web sites such as Tradesecrets.com. influenced my career choices.	27%
Other Factors Influencing Career Choices: Personal Factors (NET)	9%
Personal Interests	7%
Personal Goals	1%
Myself	1%
Personal Experience	*

Source: Criterion Research Corp. Surveys 2001

5. ADDITIONAL SUBSEGMENT ANALYSIS

Where trends were apparent based on subsegment demographics, these trends were noted.

5.1. PARENTS OF CHILDREN WITH SPECIAL NEEDS

Parents of children with either severe or mild/moderate special needs, with children in ECS or kindergarten, tended to provide strong agreement and satisfaction ratings. These parents were likely more active in their child's education at this stage and this may have contributed to higher ratings.

5.2. PARENTS (ECS – GRADE 12)

As with parents of special needs children, parents with children in the lower grades, specifically ECS or kindergarten, provided higher strong agreement and satisfaction ratings.

5.3. HIGH SCHOOL STUDENTS

Male students were more likely to have indicated awareness of and the possibility of apprenticeship training and the trades as a career choice than female students.

5.4. THE GENERAL PUBLIC AND ADULT LEARNERS

Regionally, respondents from Calgary were less likely to have high agreement/satisfaction levels on a majority of elements. Other urban centres (excluding Calgary and Edmonton) were more likely to have high agreement/satisfaction levels on a majority of elements.

When looking at quality of and access to information and preparedness, Edmonton respondents had lower satisfaction/agreement levels, while rural respondents had higher satisfaction/ agreement levels.

Younger respondents, particularly in the 17-24 age group, were more likely to have high agreement/satisfaction levels, while older respondents, particularly in the 45-64 age group, tended to have lower agreement/satisfaction levels on a majority of elements. Results were similar for adult learners in the 17-24 age group, whereas learners in the 25-34 age group were less likely to have high satisfaction/agreement levels.

Male respondents had higher satisfaction/agreement levels than female respondents on a majority of elements.

Self employed respondents had lower satisfaction/agreement levels than other respondents, while those who indicated they were students had higher satisfaction levels than respondents who were not students.

General public respondents (re K-12 education) with two or more dependents had higher satisfaction/agreement levels than those with no dependents.

6. CONCLUSIONS AND OBSERVATIONS

Satisfaction with Alberta's learning systems continued to remain high and similar to the levels indicated in 2000.

Respondent groups actively involved in the learning system (i.e. parents and adult learners) had high satisfaction/agreement levels in comparison to those who were not (i.e. general public).

High Quality Learning Opportunities

Generally, parents (ECS – Grade 12), high school students and adult learners reported high levels of satisfaction/agreement. The majority of parents and the public feel that students are learning what they need to know overall (81% and 64% respectively), specifically in the areas of science (89% and 80%), social studies (84% and 70%), reading (83% and 68%) and mathematics (81% and 70%). Lower proportions agreed that students are learning what they need to know in the areas of writing (79% and 62% respectively) and technology skills (70% and 65%).

Parents of children with special needs tended to have high satisfaction/agreement levels (61% to 77%), but were less likely than parents and high school students to agree that students are learning what they need to know. Parents of children with mild/moderate special needs had higher satisfaction/agreement levels than parents of children with severe special needs that their children are learning what they need to know in the areas of writing and mathematics.

Parents of special needs children were satisfied with most aspects of special needs services that their children receive. Parents of children with severe special needs indicated higher satisfaction than parents of mild/moderate special needs children, particularly in the areas of service provision, effectiveness, efficiency and relevance elements.

Parents of children with special needs were less satisfied that "services for my child were arranged quickly." As in previous research, arranging services quickly and increasing accessibility are areas with room for improvement.

Similar to the 2000 research, roughly one in three adults over the age of 17 reported accessing adult learning education or training within the last 12 months. Respondents in Edmonton were more likely than those from other cities or rural areas in Alberta to have accessed the system in the last 12 months (36% in Edmonton vs 32% in Calgary, 29% in other urban cities and 25% in

rural). Calgary respondents were less likely in 2001 compared to 2000 to have accessed the system (32% vs 36%).

Excellence in Learner Achievement

The vast majority of parents and high school students agreed that teachers are using appropriate strategies (76% to 80%) and are setting appropriate learning expectations and standards (75% to 91%).

Parents (ECS – Grade 12), high school students and parents of children with special needs all had high levels of agreement that teachers use methods to help their children learn.

Well Prepared Learners for Lifelong Learning, the World of Work and Citizenship

High school students strongly agreed that they are prepared for post-secondary education and training (86%), and for citizenship (80%). By comparison, only about half of parents (53%) and the public (60%) agreed that students are prepared for post-secondary education and training, and less than half agreed that they are prepared for the rights and responsibilities of citizenship (43% and 48% respectively). These low satisfaction levels suggest that there may a need for enhanced communication to parents and the public about student outcomes.

The majority of adult learners and non-attendees agreed that adult learners have the appropriate combination of skills and knowledge for lifelong learning (80% and 75% respectively), the workforce (82% and 75%) and the rights and responsibilities of citizenship (69% and 67%). In the areas of lifelong learning and the workforce, those actively involved in the adult learning system were more likely to have high agreement levels than those not involved in the learning system.

Actual involvement in decisions at local schools for 2001 remained unchanged from 2000 for parents (54%) but decreased for the public (from 36% to 32%). Half of parents (54%) and one third of the public (32%) were involved in decisions at the local school. Higher participation in decisions at the local school was associated with higher satisfaction levels.

Highly Responsive and Responsible Ministry

Those who participated in the learning system (i.e. parents and learners) had higher satisfaction levels with receiving value for money than those who did not (i.e. the public and non-attendees). Whether for schools in their community or for adult learning institutions, parents and adult learners had high satisfaction levels in comparison to the public and non-attendees with receiving value for money spent on the learning system.

Participating in decision making, being involved in the learning system, and other elements impact satisfaction regarding value for money spent. Improving access to and the quality of information regarding how money is spent by the local school, the school board and the provincial government are associated with increased satisfaction with receiving value for money spent.

General public respondents tended to report, with similar agreement, that either they personally felt **they** were receiving value for money or that **taxpayers** were receiving value for money. It may be that respondents do not differentiate themselves from taxpayers when asked about value for money spent. (i.e. the alternate wording for this question had no effect on the findings).

Parents (ECS – Grade 12) reported higher satisfaction levels than the general public with both the access to and the information itself regarding how money is spent by the local school and the local school board. Similar but lower proportions of both respondent groups were satisfied with the access to information regarding how the provincial government spends money.

Parents (ECS – Grade 12), high school students and parents of children with special needs had high satisfaction levels with both the access to and the information on student achievement.

Most respondent groups were satisfied with the responsiveness of the education system to their needs and expectations. High school students, parents (ECS – grade 12) and parents of special needs children had the highest satisfaction levels.

Respondents citing school or government sources as their most useful source of information (compared to other sources of information,) were more likely to have higher satisfaction/agreement levels. In contrast, when media or personal sources were indicated as most useful, satisfaction or agreement ratings tended to be lower. Adult learners and non-attendees who indicated that politicians or government were their most useful source of

information were more likely to have higher satisfaction/agreement levels regarding value for money spent and preparation for the workforce.

Parents of special needs children strongly agreed (80% of parents of children with severe special needs and 70% of parents of children with mild/moderate special needs) that they were meaningfully involved in the development of their child's Individual Program Plan (IPP) and its goals.

As in previous years' survey findings, satisfaction that schools provide a safe and caring environment was high for both parents and students.

Satisfaction with access to computers in schools was very high for students (86%), but somewhat lower for parents (73%). Satisfaction that schools help them/their child improve their computing skills was 79% for parents, but only 66% for students. The lower satisfaction level for students may relate, in part, to the fact that many students acquired high levels of computing skills outside the school, and, consequently feel that school did not help them "improve" their computing skills.

information were more likely to have higher satisfaction/agreement levels regarding value for money spent and preparation for the workforce.

Parents of special needs children strongly agreed (80% of parents of children with severe special needs and 70% of parents of children with mild/moderate special needs) that they were meaningfully involved in the development of their child's Individual Program Plan (IPP) and its goals.

As in previous years' survey findings, satisfaction that schools provide a safe and caring environment was high for both parents and students.

Satisfaction with access to computers in schools was very high for students (86%), but somewhat lower for parents (73%). Satisfaction that schools help them/their child improve their computing skills was 79% for parents, but only 66% for students. The lower satisfaction level for students may relate, in part, to the fact that many students acquired high levels of computing skills outside the school, and, consequently feel that school did not help them "improve" their computing skills.

YEAR 2001 SATISFACTION WITH EDUCATION IN ALBERTA
PARENTS OF CHILDREN WITH MILD MODERATE AND SEVERE SPECIAL NEEDS SURVEY
FINAL DOCUMENT (March 27, 2001)

Hello, my name is_____ from Criterion Research, an opinion research firm. On behalf of Alberta Learning, we are asking a random sample of parents/guardians of children with special needs about their satisfaction with various aspects of their children's special needs programs during the 2000-2001 school year.

PAT RESPONSE (If unsure of what Alberta Learning is): Alberta Learning is a new Alberta government department, formed in May 1999 when the former departments of Alberta Education (which had responsibility for Kindergarten to Grade 12) and Alberta Advanced Education and Career Development (which had responsibility for post-secondary and adult learning) joined.

Please be assured that we are not trying to sell you anything. We are just interested in your opinions. All answers are kept confidential. Your responses will help to provide the Alberta Government with information to improve the way services are provided for children with special needs.

For the purposes of this survey, may I please speak to the person in your household who is the parent/guardian of a child with special needs and is the person who has had the most recent birthday. Would that be you?

1 Yes
2 No **ARRANGE CALLBACK/REINTRODUCE IF NECESSARY**

Contact Name/Phone Number:

If you have any questions or concerns about this research project, please do not hesitate to call Terry Wendel at the Special Programs Branch of Alberta Learning in Edmonton, (780) 422-6326.

1. Is your special needs child in ***READ LIST*** **(NOTE: IF THE PARENT INDICATES MORE THAN ONE SPECIAL NEEDS CHILD IN SCHOOL, ASK PARENT TO ANSWER THE REMAINING QUESTIONS FOR THE CHILD WITH THE MOST RECENT BIRTHDAY)**

1 Kindergarten/Early Childhood Services
2 Grades 1 to 6
3 Grades 7 to 9
4 Grades 10 to 12

DO NOT READ
F5 Don't Know

2. Overall, how satisfied are you with the quality of education that your child with special needs is receiving? Are you ... ***ROTATE AND READ***

1 Very satisfied
2 Satisfied
3 Dissatisfied
4 Very dissatisfied

DO NOT READ
F5 Don't Know/No Answer

3. Overall, how satisfied are you with the responsiveness of the school in providing a program that meets the special needs of your child? Are you ... ***ROTATE AND READ***

1 Very satisfied
2 Satisfied
3 Dissatisfied
4 Very dissatisfied

DO NOT READ
F5 Don't Know/No Answer

4. Thinking of your child's Individual Program Plan (IPP), would you **READ ANSWER SET** that you were meaningfully involved in the development of the IPP? ***ROTATE AND READ***

1 Strongly Agree
2 Agree
3 Disagree
4 Strongly Disagree

DO NOT READ

F5 Don't Know/No Answer
F6 Child is not on an IPP

5. Overall, how satisfied are you with the quality of information you receive on the progress of your child? Are you … ***ROTATE AND READ***

1 Very satisfied
2 Satisfied
3 Dissatisfied
4 Very dissatisfied

DO NOT READ

F5 Don't Know/No Answer

6. Overall, how satisfied are you with your child's overall progress in school this year? Are you … ***ROTATE AND READ***

1 Very satisfied
2 Satisfied
3 Dissatisfied
4 Very dissatisfied

DO NOT READ

F5 Don't Know/No Answer

7. Thinking about your child's program, would you **READ ANSWER SET** that your child is learning what he/she needs to know in

a. Reading … ***ROTATE AND READ***

1 Strongly Agree
2 Agree
3 Disagree
4 Strongly Disagree

DO NOT READ

F5 Don't Know/No Answer
F6 Does not apply

b. Writing
c. Mathematics
d. Social and/or adaptive skills (including classroom behaviour)
e. Life skills
f. Communication (receptive and expressive language)
g. Gross motor development (**DO NOT READ:** e.g., walking, dancing, gymnastics, showing rhythm, sitting, standing)
h. Fine motor control (**DO NOT READ:** e.g., cutting, pasting, holding a pen or a pencil, writing and printing, throwing and catching a ball)

8. Overall, how satisfied are you with the goals identified in your child's IPP? Are you…***ROTATE AND READ***

1 Very satisfied
2 Satisfied
3 Dissatisfied
4 Very dissatisfied

DO NOT READ

F5 Don't Know/No Answer

9. Thinking about your child's teachers, would you **READ ANSWER SET** that they use methods that help your child learn?...***ROTATE AND READ***

1 Strongly Agree
2 Agree
3 Disagree
4 Strongly Disagree

DO NOT READ

F5 Don't Know/No Answer
F6 Does not apply

10. Thinking about the services that support your child in school, would you **READ ANSWER SET** with the following statements? ***ROTATE AND READ***

a. My child needs services to be able to attend school.

1 Strongly agree
2 Agree
3 Disagree
4 Strongly disagree

DO NOT READ

F5 Don't Know/No Answer

b. My child receives the support services he/she needs to be successful in school.
c. The types of services my child receives are appropriate for my child.
d. Services for my child were arranged quickly.
e. The people providing services spend the right amount of time with my child.
f. The people providing services to my child work well together.
g. My child is benefiting from the services being provided.

11. Overall, how satisfied are you with the support services your child is receiving in her/his school? Are you ...***ROTATE AND READ***

1 Very satisfied
2 Satisfied
3 Dissatisfied
4 Very dissatisfied

DO NOT READ

F5 Don't Know/No Answer

12. How satisfied are you with your involvement in the provision of support services for your child? Are you ...***ROTATE AND READ***

1 Very satisfied
2 Satisfied
3 Dissatisfied
4 Very dissatisfied

DO NOT READ

F5 Don't Know/No Answer

13. Which of the following services did your child receive to **SUPPORT** his/her participation in a special needs program last year (**DO NOT READ:** The 1999-2000 school year) and this year (**DO NOT READ:** The 2000-2001 school year)? ***ROTATE AND READ LIST.***

1 Yes
2 No
F5 Don't Know

Type of Support Service	1999/2000 (LAST YEAR)	2000/2001 (THIS YEAR)
a. Teacher assistant/aide		
b. Speech-language therapy		
c. Physiotherapy		
d. Audiology		
e. Occupational therapy (DO NOT READ: e.g., play, eating, strength building exercises)		
f. Respiratory therapy (e.g., using inhalator to expand lung capacity; mucous removal)		
g. Regular medications/injections		
h. Emergency medications/injections (DO NOT READ e.g., asthma, allergies)		
i. Equipment or supplies (DO NOT READ e.g., hearing aids, FM systems, incontinence supplies, wheelchairs)		
j. Personal counselling (DO NOT READ e.g., low self-esteem, isolation, being different)		
k. Psychiatry/Psychology (DO NOT READ e.g., depression; suicidal thoughts)		
l. Management of behaviour problems (DO NOT READ e.g., attention difficulties, conduct difficulties, boredom)		

m.	Sign language interpreter		
n.	Physical needs (e.g., specialized feeding, toileting assistance, lifting and transferring)		
o.	Handicapped Children's Services (DO NOT READ e.g., funding for in-home programs, parent in-servicing, transportation)		
p.	Child welfare		
q.	Probation supervision		
r.	**Institutional placement** (DO NOT READ e.g., Women's shelters – WIN House; Young Offender Centres – Kennedale* in Edmonton and Westview in Calgary; Group homes – McMan Group Home in Edmonton and Direwood in Red Deer; Youth Assessment Centres in High Prairie and Lac La Biche; Hospitals - University of Alberta, Alberta Hospital in Ponoka).		
s.	Native liaison worker (e.g., aboriginal to work with schools and school system and the aboriginal parent)		
t.	**Other Mentions (SPECIFY)**_____		

NOTE: IF Q.13 = 2 FOR ALL IN 2000-2001, GO TO Q. 16

14. In the last question, you identified the support services your child was receiving. Would you **READ ANSWER SET** that it was easy to **ACCESS** these support services for your child? **ASK QU. 14 FOR EACH "1" IN QU. 13 FOR 2000-2001.**

a. Teacher assistant/aide

1 Strongly agree
2 Agree
3 Disagree
4 Strongly disagree

DO NOT READ

F5 Don't Know/No Answer

b. Speech-language therapy
c. Physiotherapy
d. Audiology
e. Occupational therapy
f. Respiratory therapy

g. Regular medications/injections
h. Emergency medications/injections (DO NOT READ e.g., asthma, allergies)
i. Equipment or supplies (DO NOT READ e.g., hearing aids, FM systems, incontinence supplies, wheelchairs)
j. Personal counselling (DO NOT READ e.g., low self-esteem, isolation, being different, underachievement)
k. Psychiatry/Psychology (DO NOT READ e.g., depression; suicidal thoughts)
l. Management of behaviour problems (DO NOT READ e.g., attention difficulties, conduct difficulties, boredom)
m. Sign language interpreter
n. Physical needs (e.g., specialized feeding, toileting assistance, lifting and transferring)
o. Handicapped Children's Services (DO NOT READ funding for in-home programs, parent in-servicing, transportation)
p. Child welfare
q. Probation supervision
r. Institutional placement (DO NOT READ e.g., Women's shelters – WIN House; Young Offender Centres – Kennedale* in Edmonton and Westview in Calgary; Group homes – McMan Group Home in Edmonton and Direwood in Red Deer; Youth Assessment Centres in High Prairie and Lac La Biche; Hospitals - University of Alberta, Alberta Hospital in Ponoka).
s. Native liaison worker
t. Other Mentions (s) (SPECIFY): _____

FOR EACH "3" OR "4" IN QU.14, ASK QU. 15.

15. Could you explain why you disagree/strongly disagree that it was easy to access (INSERT FROM QU. 14) for your child?

_____
_____
_____
_____

16. In March 1999, the Student Health Initiative was announced. Please tell me how much you agree with the following statements about the allocation of resources for students with special health needs. Do you **READ ANSWER SET** with the following statements:

a. I am knowledgeable about the Student Health Initiative partnership in my community **(IF ANSWER IS 3 OR 4, SKIP B AND C AND GO TO D)**

1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree

DO NOT READ

F5 Don't Know/No Answer

b. I have had the opportunity to provide input into the Student Health partnership
c. I am satisfied with the level of my involvement
d. My child has received student health services through the Student Health Partnership

We've reached the end of the survey. On behalf of Alberta Learning, I'd like to thank you very much for your time and cooperation.

Year 2001 SATISFACTION WITH EDUCATION IN ALBERTA
PARENT SURVEY: FINAL

Hello, my name is _____ from Criterion Research, an opinion research firm. We are conducting a survey on behalf of Alberta Learning. Please be assured that we are not trying to sell you anything. We are just interested in your opinions. All answers are kept confidential. For the purposes of this survey, may I please speak to the person in your household who is 18 years of age or older and has had the most recent birthday (would that be you)?

1 Yes
2 No ARRANGE CALLBACK/REINTRODUCE IF NECESSARY

PAT RESPONSE (If unsure of what Alberta Learning is): Alberta Learning is a new Alberta government department, formed in May 1999. Alberta Learning was formed from the former departments of Alberta Education (which had responsibility for Kindergarten to Grade 12) and Alberta Advanced Education and Career Development (which had responsibility for post-secondary and adult learning).

Contact Name/Phone Number:

If you have any questions or concerns about this research project, please do not hesitate to call Pat Ehman at Alberta Learning in Edmonton (780) 427 – 3583.

A. Gender (DO NOT ASK)
1 Male
2 Female

B. Are there any children in this household who are attending elementary, junior or senior high school in Alberta?
1 Yes
2 No THANK AND TERMINATE

C. Are you the parent or guardian of these children?
1 Yes
2 No ASK TO SPEAK TO PERSON-ARRANGE CALLBACK IF NECESSARY

We would like to talk to you about your opinions on the education your child is receiving.

D1. Do you have any children in...*READ LIST. MULTIPLE RESPONSE*

Yes	*No*	
1	*2*	*Kindergarten/ECS*
1	*2*	*Grades 1 to 6*
1	*2*	*Grades 7 to 9*
1	*2*	*Grades 10 to 12*

D2. *How many children do you have in (READ RESPONSE FROM QU.D)*

1 *Kindergarten/ECS* _____

2 *Grades 1 to 6* _____

3 *Grades 7 to 9* _____

4 *Grades 10 to 12* _____

IF MORE THAN ONE "YES" IN QU.D1 AND/OR QU.D2 1,2,3 OR 4>1, READ: OTHERS, GO TO QU.E

D.3 Out of these children you have attending school, please select the one with the most recent birthday. What grade is this child in?

1 Kindergarten/ECS
2 Grades 1 to 6
3 Grades 7 to 9
4 Grades 10 to 12

E. Is this child in ... (READ LIST)

1 A public school
2 A Roman Catholic separate school
3 A Protestant separate school
4 Other (SPECIFY) _____
(e.g., home study / Charter school / Francophone school)

F. Is this child a ... (READ LIST)

1 Male
2 Female

1. Overall, how satisfied are you with the quality of education that your child is receiving in his/her school? Are you ... *(ROTATE* AND READ LIST)

   1 Very satisfied
   2 Satisfied
   3 Dissatisfied
   4 Very dissatisfied
   DO NOT READ
   5 Don't Know/Not Applicable

2. How satisfied are you with the responsiveness of the education system to your needs and expectations? Are you...(*ROTATE AND* READ LIST)

   1 Very satisfied
   2 Satisfied
   3 Dissatisfied
   4 Very dissatisfied
   DO NOT READ
   5 Don't Know/Not Applicable

3a. Thinking about what is being taught in your **child's school**, would you READ ANSWER SET that students are learning what they need to know? ...*ROTATE AND READ*

   1 Strongly Agree
   2 Agree
   3 Disagree
   4 Strongly disagree
   5 Don't Know/Not Applicable

3b. Would you READ ANSWER SET that the curriculum focuses on what students need to learn in each of the following areas...*ROTATE AND READ*

a. Reading

   1 Strongly agree
   2 Agree
   3 Disagree
   4 Strongly disagree
   5 Don't Know/Not Applicable

b. Writing
c. Mathematics
d. Technology skills
e. Science
f. Social studies

4. Overall, do you feel the learning expectations of students are ..*ROTATE AND READ LIST*

1 Too high
2 About right
3 Too low
4 Don't Know/Not Applicable

5. Thinking about your child's teachers, would you READ ANSWER SET with each of the following statements. *My child's teachers...ROTATE AND READ*

a. Use teaching methods that help *my* child learn

1 Strongly agree
2 Agree
3 Disagree
4 Strongly disagree
5 Don't Know/Not Applicable

b. Clearly communicate to my child what he/she is expected to learn

c. Help students achieve learning expectations

d. Help students achieve high standards

6. Would you READ ANSWER SET that your child's school provides a **safe** environment? ***...ROTATE AND READ***

1 Strongly Agree
2 Agree
3 Disagree
4 Strongly disagree
5 Don't Know/Not Applicable

7. Would you READ ANSWER SET that your child's school provides a **caring** environment? *...ROTATE AND READ*

1 Strongly agree
2 Agree
3 Disagree
4 Strongly disagree
5 Don't Know/Not Applicable

8. The next few questions are about **information you receive** from your child's school or other sources on various education issues. Are you READ ANSWER SET with the **access you have to information** about *..ROTATE AND READ LIST*

a. Your child's educational progress and achievement

1 Very satisfied
2 Satisfied
3 Dissatisfied
4 Very dissatisfied
5 Don't Know/Not Applicable

b. How money is spent in your child's school
c. How money is spent by your local school board
d. How money is spent by the provincial government on elementary, junior and senior high schools

9. Are you READ ANSWER SET with the **information you receive** from your child's school or other sources about ... ROTATE AND READ LIST

a. Your child's educational progress and achievement

1 Very satisfied
2 Satisfied
3 Dissatisfied
4 Very dissatisfied
5 Don't Know/Not Applicable

b. How money is spent in your child's school
c. How money is spent by your local school board
d. How money is spent by the provincial government on elementary, junior and senior high schools

10. Thinking about how you get information about Alberta's elementary, junior and senior high schools, which sources of information have you found to be the MOST USEFUL?
(DO NOT READ; CHECK ALL THAT ARE MENTIONED)

1- Television	2 - Radio	3 - Newspaper	5 - School Newsletter
4 - Internet	5 - Teachers	6 - My children	7 - Government
8 - Other parents	9 - The School	10 - School Board	11 - Other (Specify)

---

12 Don't Know/Not Applicable

11. Would you READ ANSWER SET that you get the information you need to access programs and services that meet your child's learning needs? ...*ROTATE AND READ*

1 Strongly Agree
2 Agree
3 Disagree
4 Strongly disagree
5 Don't Know/Not Applicable

12. Are you READ ANSWER SET that you are receiving value for money that is spent in your child's school? ...*ROTATE AND READ*

1 Very satisfied
2 Satisfied
3 Dissatisfied
4 Very dissatisfied
5 Don't Know/Not Applicable

13. To what extent have you been involved in the decision making process with any schools in your community? *Would you say*.... (READ LIST)

1 A lot
2 Some
3 Very little
4 Not at all
5 Don't Know/Not Applicable

14.a Are you READ ANSWER SET **with the opportunity to be involved** in decisions at schools in your community? ...*ROTATE AND READ*

1 Very satisfied
2 Satisfied
3 Dissatisfied
4 Very dissatisfied
5 Don't Know/Not Applicable

14.b Are you READ ANSWER SET **with your actual involvement** in decisions at schools in your community? ...*ROTATE AND READ*

1. Very satisfied
2. Satisfied
3. Dissatisfied
4. Very dissatisfied
5. Don't Know/Not Applicable

15. In your opinion, how much is school helping your child improve his or her computer skills? *Would you say*...READ LIST

1 Very little
2 Some
3 A lot
4 Don't Know/Not Applicable

16. How satisfied are you with your child's access to computers in school? Are you (READ LIST) ...*ROTATE AND READ*

1 Very satisfied
2 Satisfied
3 Dissatisfied
4 Very dissatisfied
5 Don't Know/Not Applicable

Now I would like you to think about **recent high school graduates** in Alberta.

17. Would you READ ANSWER SET that **high school graduates** in Alberta are prepared to enter post-secondary education and training? ...*ROTATE AND READ*

1 Strongly Agree
2 Agree
3 Disagree
4 Strongly disagree
5 Don't Know/Not Applicable

18. Would you READ ANSWER SET that high school graduates in Alberta are being taught the rights and responsibilities of citizenship? ***...ROTATE AND READ***

1 Strongly agree
2 Agree
3 Disagree
4 Strongly disagree
5 Don't Know/Not Applicable

19. And now, thinking about all learners in Alberta (including adult learners), would you READ ANSWER SET that they have ease of access to lifelong learning? ...*ROTATE AND READ*

1 Strongly Agree
2 Agree
3 Disagree
4 Strongly disagree
5 Don't Know

On behalf of Alberta Learning, we would like to thank you for your cooperation.

Note geographic location division

1 Edmonton
2 Calgary
3 Banff
4 Lake Louise
5 Jasper
6 Fort McMurray

7 Grande Prairie

8 Lethbridge

9 Medicine Hat

10 Red Deer

11 Rural North
St. Paul, Westlock, Barrhead, Lloydminster, Morinville, Slave Lake, Vegreville, and Lac La Biche

12 Rural Central
Rocky Mountain House, Sundre, Innisfail, Stettler, Lacombe, Wetaskiwin, Drumheller, Wainwright

13 Rural South
Brooks, Claresholm, Fort MacLeod, Cardston, Taber, High River

YEAR 2001 SATISFACTION WITH EDUCATION IN ALBERTA:
PUBLIC/ADULT LEARNER SURVEY - FINAL

Hello, my name is _____ from Criterion Research, an opinion research firm. We are conducting a survey on behalf of Alberta Learning. Please be assured that we are not trying to sell you anything. We are just interested in your opinions. Responses to this survey will be reported on an aggregate basis only; individual identities and responses are confidential.

For the purposes of this survey, may I please speak to the person in your household who is 17 years of age or older and has had the most recent birthday (would that be yourself)?

1 Yes

2 No **ARRANGE CALLBACK / REINTRODUCE IF NECESSARY**

PAT RESPONSE (If unsure of what Alberta Learning is): Alberta Learning is a new Alberta government department, formed in May 1999. Alberta Learning was formed from the former departments of Alberta Education (which had responsibility for Kindergarten to Grade 12) and Alberta Advanced Education and Career Development (which had responsibility for post-secondary and adult learning).

IF QUOTA FOR PUBLIC SURVEY (N=2000) IS FULL, SKIP TO SECTION B OTHERS CONTINUE

Contact Name/Phone Number:

If you have any questions or concerns about this research project, please do not hesitate to call Pat Ehman at Alberta Learning in Edmonton (780) 427 – 3583.

SECTION A

Note: Structure CATI so that half the respondents answer version #1 of Q.#1.a and half answer version #2 (n=2000; 1,000 respondents answer each version of Q.#1.a.

1a(v1) Thinking about Alberta's learning system as a whole - that is, including elementary, junior and senior high schools, and post-secondary institutions - would you READ ANSWER SET that Alberta's learning system is **affordable?**

1a(v2) Thinking about Alberta's learning system as a whole - that is, including elementary, junior and senior high schools, and post-secondary institutions - would you READ ANSWER SET that Alberta's learning system **is within the means of most Albertans?**

1 Strongly Agree
2 Agree
3 Disagree
4 Strongly disagree
(DO NOT READ) 5 Don't Know/Not Applicable

1.b For what reason did you give that rating?

_____

_____

Now, I'd like to ask you some questions specifically about elementary, junior and senior high school education in Alberta.

2. Overall, how satisfied are you with the quality of education that students in elementary, junior and senior high schools are receiving in your community? Are you... **(ROTATE AND READ)**

1 Very satisfied
2 Satisfied
3 Dissatisfied
4 Very Dissatisfied
(DO NOT READ) 5 Don't Know/Not Applicable

3. How satisfied are you with the responsiveness of the education system to your needs and expectations? Are you... (ROTATE AND READ)

1 Very satisfied
2 Satisfied
3 Dissatisfied
4 Very dissatisfied
(DO NOT READ) 5 Don't Know/Not Applicable

4a. Thinking about what is being taught in school, would you READ ANSWER SET that students are learning what they need to know?

1 Strongly Agree
2 Agree
3 Disagree
4 Strongly disagree
(DO NOT READ) 5 Don't Know/Not Applicable

4b. Would you READ ANSWER SET that the curriculum focuses on what students need to learn in each of the following areas… (ROTATE AND READ)

a. Reading
   1 Strongly agree
   2 Agree
   3 Disagree
   4 Strongly disagree
   (DO NOT READ) 9 Don't Know/Not Applicable
b. Writing
c. Mathematics
d. Technology Skills
e. Science
f. Social Studies

5. Overall, do you feel the learning expectations of students are ...ROTATE AND READ

1 Too high
2 About right
3 Too low
(DO NOT READ) 4 Don't Know/Not Applicable

The next few questions are about **information you receive** about Alberta's elementary, junior and senior high schools.

6. Thinking about how you get information about Alberta's elementary, junior and senior high schools, which sources of information have you found to be most useful?

1 - Television	5 - Teachers	9 - The School
2 - Radio	6 - My Children	10 - School Board
3 - Newspaper	7 - Government publications	11 - Other (Specify
4 - School Newsletter	8 - Other Parents	12 - Don't Know/Not Applicable

7. Are you READ ANSWER SET with the **access you have to information** about ... **(ROTATE AND READ LIST)**

a. How money is spent in schools in your community

1 Very satisfied
2 Satisfied
3 Dissatisfied
4 Very dissatisfied

(DO NOT READ) 5 Don't Know/Not Applicable

b. How money is spent by your local school board

c. How money is spent by the provincial government on elementary, junior and senior high schools

8. Are you READ ANSWER SET with the **information you receive** about ... **(READ LIST)**

a. How money is spent in schools in your community

1 Very satisfied
2 Satisfied
3 Dissatisfied
4 Very dissatisfied

(DO NOT READ) 9 Don't Know/Not Applicable

b. How money is spent by your local school board

c. How money is spent by the provincial government on elementary, junior and senior high schools

9. Are you READ ANSWER SET with information about overall student achievement from ... (ROTATE AND READ)

a. Your school district

1 Very satisfied
2 Satisfied
3 Dissatisfied
4 Very dissatisfied

b. The provincial government

10. To what extent have you been **involved in the decision making process** with any schools in your community .... (ROTATE AND READ)

1 A lot
2 Some
3 Very little
4 Not at all
(DO NOT READ) 5 Don't Know/Not Applicable

11. Are you READ ANSWER SET with **the opportunity to be involved in decisions** at schools in your community?

1 Very satisfied
2 Satisfied
3 Dissatisfied
4 Very dissatisfied
(DO NOT READ) 5 Don't Know/Not Applicable

12. Are you READ ANSWER SET **with your actual involvement** in decisions at schools in your community?

1 Very satisfied
2 Satisfied
3 Dissatisfied
4 Very dissatisfied
(DO NOT READ) 5 Don't Know/Not Applicable

Note: Structure CATI so that half the respondents answer version #1 of Q.#13 and half answer version #2 (n=2000; 1,000 answer each version of Q.#13).

13(v.1) How satisfied are you that **you** are receiving value for money that is spent in schools in your community? Are you …

13(v.2) How satisfied are you that **taxpayers** are receiving value for money that is spent in schools in your community? Are you …

1 Very satisfied
2 Satisfied
3 Dissatisfied
4 Very dissatisfied
5 Don't Know/Not Applicable

Now I'd like you to think about recent high school graduates in Alberta.

14a. Would you READ ANSWER SET that high school graduates in Alberta are prepared to enter post-secondary education and training?

1 Strongly agree
2 Agree
3 Disagree
4 Strongly disagree
5 Don't Know/Not Applicable

14b. Would you READ ANSWER SET that high school graduates in Alberta have ease of access to lifelong learning?

1 Strongly agree
2 Agree
3 Disagree
4 Strongly disagree
5 Don't Know/Not Applicable

15. Would you READ ANSWER SET that high school graduates in Alberta are being taught the rights and responsibilities of citizenship?

1 Strongly Agree
2 Agree
3 Disagree
4 Strongly disagree
6 Don't Know/Not Applicable

SECTION B: ADULT LEARNERS

The following questions concern your opinion or personal experiences of the existing adult learning system, or any formal adult learning you might have taken in Alberta. Your responses will assist Alberta Learning in improving the adult learning system to serve Albertans more effectively and efficiently in the future.

16. How satisfied are you with the overall quality of learning programs in Alberta's adult learning system? Are you …

1 Very satisfied
2 Satisfied
3 Dissatisfied
4 Very dissatisfied
(DO NOT READ) 5 Don't Know

17. Have you taken any education or training **in the past 12 months** in Alberta?
(PAT RESPONSE: You may have taken the education or training for adults at your place of work, as an apprentice, by correspondence, or in classes at an Alberta college, university, technical institute, community group or school.)

1 Yes GO TO QU. 19
2 No CONTINUE

18a. What would you say is the **MAIN** reason you have not taken any education or training in the past 12 months? **(DO NOT READ LIST. ACCEPT ONE ANSWER ONLY.)**

1 Not available locally
2 Don't have the pre-requisites
3 Marks not high enough
4 Don't have the time
5 Family obligations
6 Physical barriers
7 Not interested
8 Not necessary
9 Costs too much
10 Age (retired)
11 Other reason (SPECIFY)_____

IF QU.18a=9, CONTINUE ;OTHERS, GO TO SECTION C

18b. Have you **ever** taken any education or training in Alberta's adult learning system?

1 Yes

2 No (If 18b=No, go to Section C).

18c. Did you apply for government sponsored financial aid?

1 Yes

2 No **GO TO SECTION C, GENERAL PUBLIC**

18d. Did you receive this financial assistance?

1 Yes

2 No

GO TO SECTION C, GENERAL PUBLIC

19. Which of the following types of education or training have you taken? (ROTATE AND READ LIST. MULTIPLE RESPONSE)

		Yes	No
a.	Upgrading classes	1	2
b.	Training on the job	1	2
c.	Job-related courses	1	2
d.	University/public college/technical institute	1	2
e.	Self-interest courses	1	2
f.	Other (SPECIFY)_____	1	2

20. Where did you take the education or training? (DO NOT READ; ACCEPT MULTIPLE RESPONSES)

		Yes	No
a.	University	1	2
b.	Public college	1	2
c.	Private college	1	2
d.	Private university college	1	2
e.	Vocational college	1	2
f.	Private vocational school	1	2
g.	Technical institute	1	2
h.	High school	1	2
i.	Community	1	2
j.	Church	1	2
k.	Private company	1	2
l.	At work	1	2
m.	Other Mention (SPECIFY)	1	2

_____

21. What was the **MAIN** reason for taking the education or training? (DO NOT READ LIST. ACCEPT ONE ANSWER ONLY).

1 To get a job
2 To change a career
3 To improve earnings
4 To improve knowledge
5 To improve skills
6 For recreational/leisure interest
7 Because of interest in the subject
8 For self-development/improvement
9 To improve career/career opportunities
10 For community/volunteer involvement
11 Required by employer
12 To complete or advance a degree
13 Other Mention (SPECIFY)_____

22a. How satisfied are you with your education or training? Are you (ROTATE AND READ)

1 Very satisfied **GO TO Q. 22b**

2 Satisfied **GO TO Q. 22b**

3 Dissatisfied GO TO Q.22c

4 Very dissatisfied GO TO Q.22c

DO NOT READ 5 Don't Know/Not Applicable GO TO Q.23

22b. What is the MAIN reason you say that? (DO NOT READ LIST. ACCEPT ONE ANSWER ONLY).

1 Got a job

2 Got a promotion

3 Made me more effective in current job

4 Made me more knowledgeable/skilled (employability)

5 Made me more confident

5 Good instructors

6 Good facilities

8 Small class size

9 Low tuition

10 Led me to become more involved in the community

11 Increased recreational/leisure skills/knowledge

12 No reason

13 Other Mention (SPECIFY)_____

GO TO QU.23

22c. What is the MAIN reason you say that? (DO READ LIST. ACCEPT ONE ANSWER ONLY.)

1 Never got a job
2 Too expensive
3 Poor instructors
4 Too short
5 Too long
6 Didn't learn anything new
7 Information was not relevant
8 Poor facilities (parking, etc)
9 Scheduling issues
10 Did not meet my expectations
11 Too fast-paced
12 Other Mention (SPECIFY)_____

23. Would you take the education or training again?

1 Yes 2 No

23a. **DO NOT PROBE FOR COMMENT** BUT RECORD IF ANY GIVEN:

_____

24. How satisfied are you that most adults are able to access the education or training they want? Are you …(ROTATE AND READ)

1 Very satisfied
2 Satisfied
3 Dissatisfied
4 Very dissatisfied
(DO NOT READ) 5 Don't Know

25. How satisfied are you that learners are receiving value for money that is spent on adult learning institutions in your community? Are you …(ROTATE AND READ)

1 Very satisfied
2 Satisfied
3 Dissatisfied
4 Very dissatisfied
(DO NOT READ) 5 Don't Know

26a. How satisfied are you that adults taking education or training are getting an appropriate combination of skills and knowledge to prepare them for the workforce? Are you ...(ROTATE AND READ)

1 Very satisfied GO TO QU.26
2 Satisfied GO TO QU.26
3 Dissatisfied
4 Very dissatisfied
(DO NOT READ) 5 Don't Know GO TO QU.26

26b. What is the MAIN reason you say that? **(DO NOT READ LIST. ACCEPT ONE ANSWER ONLY.)**

1 Individuals do not have enough technical expertise
2 Individuals have poor life skills
3 Individuals have poor literacy skills
4 Poor program quality
5 Incorrect items being taught
6 Instructors are inadequate
7 Instructors are out of touch (i.e., they are not teaching what is applicable in the real world)
8 Other Mention **(SPECIFY)** _____

27. How satisfied are you that adults taking education or training are getting an appropriate combination of skills and knowledge to prepare them for the rights and responsibilities of citizenship? Are you **...(ROTATE AND READ)**

1 Very satisfied
2 Satisfied
3 Dissatisfied
4 Very dissatisfied
(DO NOT READ) 5 Don't Know

28. How satisfied are you that adults taking education or training are getting an appropriate combination of skills and knowledge to prepare them for lifelong learning? Are you **...(ROTATE AND READ)**

1 Very satisfied
2 Satisfied
3 Dissatisfied
4 Very dissatisfied
(DO NOT READ) 5 Don't Know

29. Which of the following MOST STRONGLY influenced your opinion on the adult learning system? (READ LIST. ACCEPT ONE ANSWER ONLY.)

1 Media (TV, newspapers, radio, etc.)
2 Personal experience
3 Family/Friends' experience
4 Public relations campaign
5 Government forums
6 Politicians
7 Brochures/Calendars
8 Something else (SPECIFY)_____

GO TO SECTION D (DEMOGRAPHICS)

SECTION C (PUBLIC – NOT ADULT LEARNERS)

Alberta Learning is still interested in your opinions about Alberta's adult learning system.

30a. How satisfied are you that adults taking education or training are getting an appropriate combination of skills and knowledge to prepare them for the workforce? Are you...(ROTATE AND READ)

1 Very satisfied GO TO QU.31a
2 Satisfied GO TO QU.31a
2 Dissatisfied
3 Very dissatisfied
(DO NOT READ) 5 Don't Know GO TO QU.31a

30b. What is the MAIN reason you say that? (DO NOT READ LIST. ACCEPT ONE ANSWER ONLY.)

1 Individuals do not have enough technical expertise
2 Individuals have poor life skills
3 Individuals have poor literacy skills
4 Poor program quality
5 Incorrect items being taught
6 Instructors are inadequate (skills, number of, etc)
7 Institutions are out of touch
8 Other Mention (SPECIFY)_____

31. How satisfied are you that adults taking education or training are getting an appropriate combination of skills and knowledge to prepare them for the rights and responsibilities of citizenship? Are you ...(ROTATE AND READ)

1 Very satisfied
2 Satisfied
3 Dissatisfied
4 Very dissatisfied
(DO NOT READ) 5 Don't Know

32. How satisfied are you that adults taking education or training are getting an appropriate combination of skills and knowledge to prepare them for lifelong learning? Are you ...(ROTATE AND READ)

1 Very satisfied
2 Satisfied
3 Dissatisfied
4 Very dissatisfied
(DO NOT READ) 5 Don't Know

Note: Structure CATI so that half the respondents answer version #1 of Q.#33 and half answer version #2 (n=2000; 1,000 answer each version of Q.#33).

33v.1 How satisfied are you that **you** are receiving value for money that is spent on adult learning institutions in your community? Are you ...(ROTATE AND READ).

33v.2. How satisfied are you that **taxpayers** are receiving value for money that is spent on adult learning institutions in your community? Are you ...(ROTATE AND READ)

1 Very satisfied
2 Satisfied
3 Dissatisfied
4 Very dissatisfied
(DO NOT READ) 5 Don't Know

34a. How satisfied are you that most adults are able to access the education or training they want? Are you ...(ROTATE AND READ)

1 Very satisfied GO TO QU.36
2 Satisfied GO TO QU.36
3 Dissatisfied
4 Very dissatisfied
(DO NOT READ) 5 Don't Know/Not Applicable GO TO QU.36

34b. What is the MAIN reason you say that? (DO NOT READ LIST. ACCEPT ONE ANSWER ONLY.)

1 Training costs are more than what is considered worth
2 Geographic problem
3 Entrance requirements too high (Quotas)
4 Lack of information on careers
5 Loans to those in need are insufficient
6 Student grants are insufficient (employer support/scholarships/bursaries, etc.)
7 Debt load to be incurred is too high
8 Lack of available courses
9 Lack of flexibility (courses not offered at the right time)
10 Other Mention (SPECIFY)_____

35. If the Alberta adult learning system had additional resources, how do you think these resources should be invested? (DO NOT READ LIST. ACCEPT ONE ANSWER ONLY).

1 Reduce tuition
2 Increase student financial aid
3 Improve the quality of education or training
4 Increase access to education or training
5 Improve the skills of the workforce
6 Upgrade the buildings/equipment
7 Other Mention (SPECIFY)_____

36. Which of the following MOST STRONGLY influenced your opinion on the adult learning system? (READ LIST. ACCEPT ONE ANSWER ONLY.)

1. Media (TV, newspapers, radio, etc.)
2. Personal experience
3. Family/Friends' experience
4. Public relations campaign
5. Government forums
6. Politicians
7. Brochures/Calendars
8. Something else (SPECIFY)_____

37. Do you have any additional comments?

_____

_____

SECTION D – DEMOGRAPHICS (ADULT LEARNERS)

Finally, I have some questions that will help us better understand the data.

A. Record Gender (DO NOT ASK)

1 Male

2 Female

B. Including children and adults, how many dependents do you have?

1 None GO TO QU.D

2 One

3 Two

4 Three

5 More than three

C. Are there any children in this household who are attending elementary, junior or senior high school in Alberta?

1 Yes

2 No

D. Which of the following categories best describes your age?

1 17 - 19 years

2 20 – 24 years

1 25 – 34 years

2 35 – 44 years

3 45-54 years

4 55 – 64 years

5 65 and over

DO NOT READ

6 Refused

E. What is your marital status?

1 Single

2 Married/Common law

3 Widowed

4 Divorced

5 Separated

F. What gross personal income category do you fall into? (READ LIST)

1 Less than $15,000
2 $15,000 - $24,999
3 $25,000-$34,999
4 $35,000 - $49,999
5 $50,000 and over

G. Which of the following BEST describes you **MAIN** employment status?

1 Employed full-time (30 or more hours per week)
2 Employed part-time (less than 30 hours per week)
3 Unemployed
4 Self-employed
5 Student
6 Retired
7 Home-maker
8 On leave (maternity/disability)
9 Other (SPECIFY)_____

H. What level of education have you attained? (READ LIST. ACCEPT MULTIPLE ANSWERS.)

1 Less than high school
2 Some high school
3 High school graduate
4 Some post-secondary (college/technical/vocational)
5 Completed post-secondary (college/technical/vocational)
6 Some university
7 Completed university (bachelors degree)
8 Completed graduate studies

This completes our survey. On behalf of Alberta Learning, we would like to thank you for your cooperation!

I. Note geographic location division

1. Edmonton
2. Calgary
3. Banff
4. Lake Louise
5. Jasper
6. Fort McMurray
7. Grande Prairie
8. Lethbridge
9. Medicine Hat
10. Red Deer
11. Lloydminster
12. Rural North (St. Paul, Westlock, Barrhead, Morinville, Slave Lake, Vegreville, and Lac La Biche)
13. Rural Central (Rocky Mountain House, Sundre, Innisfail, Stettler, Lacombe, Wetaskiwin, Drumheller, Wainwright)
14. Rural South (Brooks, Claresholm, Fort MacLeod, Cardston, Taber, High River)

Year 2001 SATISFACTION WITH EDUCATION IN ALBERTA:
HIGH SCHOOL STUDENT SURVEY - FINAL

Hello, my name is _____ from Criterion Research, an opinion research firm. We are conducting a survey on behalf of Alberta Learning. Please be assured that we are not trying to sell you anything. We are just interested in your opinions. All answers are kept confidential. For the purposes of this survey, may I please speak to the person in your household who is currently in high school and has had the most recent birthday (would that be you)?

1 Yes
2 No ARRANGE CALLBACK / REINTRODUCE IF NECESSARY

PAT RESPONSE (If unsure of what Alberta Learning is): Alberta Learning is a new Alberta government department, formed in May 1999. Alberta Learning was formed from the former departments of Alberta Education (which had responsibility for Kindergarten to Grade 12) and Alberta Advanced Education and Career Development (which had responsibility for post-secondary and adult learning).

Contact Name/Phone Number:

If you have any questions or concerns about this research project, please do not hesitate to call Pat Ehman at Alberta Learning in Edmonton (780) 427 – 3583.

A. How old are you? (DO NOT READ)

1 12 years old
2 13 years old
3 14 years old
4 15 years old
5 16 years old
6 17 years old
7 18 years old
8 19 years old
9 20 or more years old
10 Refused

IF QU.A=1,2,3,4 OR 5 READ
OTHERS, GO TO QU.B

AA. Would it be possible for me to speak to your parent or guardian so that I can get their permission to conduct this interview with you?

1 Yes

2 No ARRANGE CALLBACK

BB. REPEAT TO PARENT/GUARDIAN IF NECESSARY Hello, my name is _____ from Criterion Research, an opinion research firm. We are conducting a survey on behalf of Alberta Learning. Please be assured that we are not trying to sell anything. For the purposes of this survey, I need to speak to the person in your household who is currently in high school and has had the most recent birthday. However, as that person is 16 years old or younger, we need to get your permission to conduct this interview. We are just interested in their opinions and all answers are kept confidential.

Do we have your permission to conduct this interview?

*1 Yes PROCEED WITH **STUDENT** INTERVIEW*

2 No THANK AND TERMINATE

B. Gender (DO NOT ASK)

1 Male

2 Female

We are interested in your opinions about the education you are receiving at your school.

1. What grade are you currently in? (CHECK QUOTAS)

1 Grade 10

2 Grade 11

3 Grade 12

2. Are you currently in ... (READ LIST)

1 A Public school

2 A Roman Catholic separate school

3 A Protestant separate school

4 A Private school

5 Other (SPECIFY)_____

(eg. Home Study / Charter School / Francophone school)

3. Overall, how satisfied are you with the quality of education that you are receiving in your school? Are you ... (*ROTATE AND* READ LIST)

1 Very satisfied
2 Satisfied
3 Dissatisfied
4 Very dissatisfied
(DO NOT READ) 5 Don't Know/Not Applicable

4. How satisfied are you with the responsiveness of the education system to your needs and expectations? Are you... (*ROTATE AND* READ LIST)

1 Very satisfied
2 Satisfied
3 Dissatisfied
4 Very dissatisfied
(DO NOT READ) 5 Don't Know/Not Applicable

5. Would you READ ANSWER SET that your school provides a safe environment? ...*ROTATE AND READ*

1 Strongly Agree
2 Agree
3 Disagree
4 Strongly disagree
5 Don't Know/Not Applicable

6. Would you READ ANSWER SET that your school provides a caring environment? ...*ROTATE AND READ*

1 Strongly Agree
2 Agree
3 Disagree
4 Strongly disagree
5 Don't Know/Not Applicable

7. Thinking about the learning experiences you are having at your school, would you READ ANSWER SET with each of the following statements. *ROTATE AND READ LIST*

a. Teachers use a variety of approaches to meet *my* learning needs

1 Strongly agree
2 Agree
3 Disagree
4 Strongly disagree
5 Don't Know/Not Applicable

b. Teachers help students achieve learning expectations

c. Teachers help students achieve high standards

8. In your opinion, how much is high school helping you **IMPROVE** your computer skills?

1 Very little
2 Some
3 A lot
4 Don't Know/Not Applicable

9. How satisfied are you with your access to computers in your school? Are you… (ROTATE AND READ)

1 Very satisfied
2 Satisfied
3 Dissatisfied
4 Very dissatisfied

(DO NOT READ)

6 Don't Know/Not Applicable

Now I would like you to think about recent high school graduates in Alberta.

10. Would you READ ANSWER SET that **high school graduates** in Alberta are prepared to enter post-secondary education and training? ...*ROTATE AND READ*

1 Strongly Agree
2 Agree
3 Disagree
4 Strongly disagree
5 Don't Know/Not Applicable

11. Would you READ ANSWER SET that high school graduates in Alberta are being taught the rights and responsibilities of citizenship? ...*ROTATE AND READ*

1 Strongly Agree
2 Agree
3 Disagree
4 Strongly disagree
5 Don't Know/Not Applicable

12. And now, thinking about all learners in Alberta (including adult learners), would you READ ANSWER SET that they have ease of access to lifelong learning? ...*ROTATE AND READ*

1 Strongly Agree
2 Agree
3 Disagree
4 Strongly disagree
5 Don't Know/Not Applicable

Now I'd like to ask you a few questions about apprenticeship training and the trades as a career choice, and factors influencing your career choices.

13. Please indicate if you READ ANSWER SET with each of the following statements. ...*ROTATE AND READ*

1 Strongly Agree
2 Agree
3 Disagree
4 Strongly disagree
5 Don't Know/Not Applicable

a. I am aware of apprenticeship training and the trades as a career choice.
b. My counselor/teacher made me aware of the options available in apprenticeship and industry training.
c. Careers in the trades are interesting and challenging.
d. I have considered the trades as a career option.
e. I plan to pursue a trade as my career choice.

f. I would recommend the trades as a viable career choice for others.

g. I plan to pursue a university or college education.

h. Friends and high school students helped me to shape my career choices.

i. Parents and family helped me to shape my career choices.

j. Teachers, guidance counselors and/or career counselors helped me to shape my career choices.

k. Advertisements from post-secondary institutions on television, radio and in newspapers influenced my career choices.

l. Information from post-secondary institutions on their internet web sites influenced my career choices.

m. Other advertising on trades/internet web sites such as Tradesecrets.com. influenced my career choices.

13.b Were there any factors other than those just mentioned which helped you shape your career choices.

1 Yes (Go to 13.c)

2 No.

DO NOT READ 3 Don't Know/Not Applicable

13.c Please indicate what they are (Record verbatim responses): _____

_____

Finally, I have a few questions for us to use in understanding the data better.

14. Are you a ...READ

1 Full-time student

2 Part-time student

DO NOT READ

3 Don't Know/Not Applicable

15. Do you currently hold a paying job?

1 Yes

2 No GO TO END

3 Don't Know/Not Applicable GO TO END

16. On average, how many hours do you work in a week?

    1 10 hours or less a week
    2 11 - 20 hours a week
    3 More than 20 hours a week
    4 Don't Know/Not Applicable

On behalf of Alberta Learning, we would like to thank you for your cooperation.

17. Note geographic location division

1. Edmonton
2. Calgary
3. Banff
4. Lake Louise
5. Jasper
6. Fort McMurray
7. Grande Prairie
8. Lethbridge
9. Medicine Hat
10. Red Deer
11. **Rural North:** St. Paul, Westlock, Barrhead, Lloydminster, Morinville, Slave Lake, Vegreville, and Lac La Biche
12. **Rural Central:** Rocky Mountain House, Sundre, Innisfail, Stettler, Lacombe, Wetaskiwin, Drumheller, Wainwright
13. **Rural South:** Brooks, Claresholm, Fort MacLeod, Cardston, Taber, High River

APPENDIX B – DETAILED METHODOLOGY

1. DISTRIBUTION OF INTERVIEWS BY REGION / REGION QUOTAS

1.1 Parents of ECS – Grade 12 Students/High School Students/Parents of Children with Severe Special Needs/Parents of Children with Mild/Moderate Special Needs

Samples for the Parents of ECS – Grade 12 Students, High School Students and Parents of Children with Severe and Mild/Moderate Special Needs segments consisted of a listing of student names. The majority of the original samples (of 4,000 names per segment) were accompanied by telephone numbers. A portion of the original samples were missing telephone numbers and were looked up by Criterion Research.

To avoid any bias toward conducting interviews in those areas that may or may not have had more telephone numbers than others (for example, urban locations versus rural locations), quotas based on the geographic distribution of names in the original samples were implemented. For comparability of results between the years, these region quotas were based on the census divisions as they stood in 1999.

1.1. Parents of ECS – Grade 12 Students

Region	# in Sample	Proportion	Quota	# of Listings*
Calgary (CD 6)	1,321	33.0%	264	1295
Edmonton (CD 11)	1,312	32.8%	263	1204
South (CD 1,2,3)	306	7.6%	61	302
Central (CD 4,5,7,8, 9,10,14,15)	567	14.2%	113	651
North (CD 12,13,16, 17,18,19)	494	12.4%	99	375
	4,000	100%	800	3827

* *After matching the phone number to the name and/or address provided*

1.2. High School Students

Region	# in Sample	Proportion	Quota	# of Listings*
Calgary (CD 6)	1,348	33.7%	270	1323
Edmonton (CD 11)	1,375	34.3%	275	1233
South (CD 1,2,3)	282	7.0%	56	284
Central (CD 4,5,7,8, 9,10,14,15)	540	13.5%	108	616
North (CD 12,13,16, 17,18,19)	455	11.4%	91	344
	4,000	100%	800	3800

* *After matching the phone number to the name and/or address provided*

1.3. Parents of Children with Severe Special Needs

Region	# in Sample	Proportion	Quota	# of Listings*
Calgary (CD 6)	1,091	27.3%	218	995
Edmonton (CD 11)	1,283	32.1%	257	1234
South (CD 1,2,3)	343	8.6%	69	324
Central (CD 4,5,7,8, 9,10,14,15)	626	15.6%	125	584
North (CD 12,13,16, 17,18,19)	657	16.4%	131	610
	4,000	100%	800	3747

* *After matching the phone number to the name and/or address provided*

1.4 Parents of Children with Mild/Moderate Special Needs

Region	# in Sample	Proportion	Quota	# of Listings*
Calgary (CD 6)	1033	25.8%	207	1018
Edmonton (CD 11)	1157	28.9%	232	1134
South (CD 1,2,3)	431	10.8%	86	424
Central (CD 4,5,7,8, 9,10,14,15)	717	17.9%	143	689
North (CD 12,13,16, 17,18,19)	662	16.6%	132	342
	4,000	100%	800	3907

* *After matching the phone number to the name and/or address provided*

1.5 General Public / Adult Learners

Geographic quotas were also established for the general public interviews. These quotas were based on the age and gender distribution of Alberta by census division. The following table demonstrates the total number of interviews achieved:

		CENSUS DIVISION																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
17	M	3	13	3	1	4	68	1	14	1	4	89	4	3	1	0	4	5	1	3
-24	F	4	14	2	1	1	63	4	11	0	5	105	3	5	3	2	2	2	1	12
25	M	16	25	5	4	9	233	8	24	2	16	211	16	10	6	7	9	13	2	19
-44	F	18	35	8	5	11	299	10	43	5	20	343	16	19	8	14	10	11	7	23
45	M	8	19	4	0	6	112	7	17	1	9	102	4	7	3	6	5	4	0	9
-64	F	13	19	4	2	6	131	8	24	2	14	179	10	14	5	5	3	8	3	17
65+	M	2	5	2	1	2	18	3	3	2	3	29	1	2	1	1	1	0	1	1
	F	2	11	2	1	3	39	4	10	1	6	40	3	3	1	1	1	1	1	3
Totals		**66**	**141**	**30**	**15**	**42**	**963**	**45**	**146**	**14**	**77**	**1098**	**57**	**63**	**28**	**36**	**35**	**44**	**16**	**87**

The interviews achieved were then grouped by geographic region according to the same dispersal as was used in previous years. These sub-groupings formed the basis for the weights used.

Region	Unweighted Total	Proportion	Weighted Total	Proportion
Calgary	835	27.8%	879	29.3%
Edmonton	721	24.0%	687	22.9%
Other Urban	482	16.0%	429	14.3%
Rural Areas	962	32.0%	1005	33.5%
	3000	100%	3000	100%

The communities included in each of these sub-groupings are as follows:

- **Calgary:** Calgary
- **Edmonton:** Edmonton, Winterburn
- **Other Urban:** Airdrie, Camrose, Drumheller, Fort McMurray, Fort Saskatchewan, Grande Praire, Leduc, Lethbridge, Lloydminster, Medicine Hat, Red Deer, Spruce Grove, St. Albert, Wetaskiwin
- **Rural Areas:** All towns, villages and hamlets in Alberta, including the hamlet of Sherwood Park*

* *Alcomdale, Alsike, Athabasca, Barrhead, Bawlf, Beaumont, Beaverlodge, Beiseker, Bentley, Big Valley, Black Diamond, Blackfalds, Blackie, Bonanza, Bow Island, Boyle, Bragg Creek, Breton, Brooks, Brownvale, Buffalo, Busby, Calahoo, Calmar, Canmore, Carbon, Cardston, Caroline, Carrot Creek, Carseland, Chipman, Clairmont, Claresholm, Clyde, Coaldale, Cochrane, Cold Lake, Coleman, Conklin, Coronation, Crooked Creek, Crossfield, Czar, Daysland, De Winton, Delia, Devon, Diamond City, Didsbury, Donalda, Donnelly, Drayton Valley, Duffield, Edgerton, Edson, Elk Point, Elkwater, Eureka River, Exshaw, Fairview, Falher, Falun, Flatbush, Foremost, Forestburg, Fort Assiniboine, Fort Kent, Fort Macleod, Fort Vermillion, Fox Creek, Gleichen, Grand Centre, Grande Cache, Granum, Grassland, Grimshaw, Hanna, Irma, Irricana, Islay, Jasper, Jarvie, Kinsella, Kirriemuir, La Crete, Lac La Biche, Lacombe, Langdon, Legal, Lodgepole, Longview, Lundbreck, Ma Me O Beach, Magrath, Manning, Markerville, Marwayne, McLennan, Millerville, Millet, Morinville, Morrin, Mulhurst, Namao, Nanton, New Serepta, Niton Junction, Nobleford, Nordegg, Okotoks, Olds, Oyen, Peace River, Peers, Penhold, Perryvale, Picture Butte, Pincher Creek, Ponoka, Purple Springs, Radway, Ralston, Raymond, Redcliff, Rimbey, Riviere Qui Barre, Rocky Mountain House, Rycroft, Ryley, Sangudo, Schuler, Sedalia, Sexsmith, Sherwood Park, Slave Lake, Spirit River, St Michael, St Paul, Standard, Stavely, Stettler, Stirling, Stony Plain, Strathmore, Sundre, Swan Hills, Sylvan Lake, Taber, Thorhild, Thorsby, Three Hills, Tofield, Tomahawk, Trochu, Turner Valley, Two Hills, Valleyview, Vauxhall, Vegreville, Vermillion, Veteran, Viking, Vulcan, Wabamun, Wabasca, Wainwright, Wanham, Warner, Westlock, Whitecourt, Wildwood, Willingdon, Winfield, Youngstown*

2. DISTRIBUTION OF INTERVIEWS BY GRADE LEVEL/ GRADE QUOTAS

For the purposes of comparisons with previous years, grade quotas were set in the parents of ECS – Grade 12 and high school student samples. These quotas are reflective of the population of students in these grades in the original samples. Quotas were also established for the special needs samples.

2.1. Parents of ECS – Grade 12 Students

	Population in AB	Proportion	Quota
ECS	41,588	7.2%	58
Grades 1 - 6	260,546	45.0%	360
Grades 7 - 9	132,687	22.8%	182
Grades 10 - 12	145,348	25.0%	200
	580,169	100%	800

2.2 High School Students

	Population in AB	Proportion	Quota
Grade 10	47,708	32.9%	264
Grade 11	45,550	31.3%	250
Grade 12	52,090	35.8%	286
	145,348	100%	800

2.3 Parents of Children with Severe Special Needs

	Population in AB	Proportion	Quota
ECS	3,247	20.7%	165
Grades 1 - 6	6,420	40.8%	327
Grades 7 - 9	3,270	20.8%	166
Grades 10 - 12	2,552	16.2%	130
Ungraded	227	1.4%	12
	15,716	100%	800

2.4 Parents of Children with Mild/Moderate Special Needs

	Population in AB	Proportion	Quota
ECS	5,457	8.8%	70
Grades 1 - 6	30,000	48.3%	386
Grades 7 - 9	15,485	24.9%	200
Grades 10 - 12	10,906	17.6%	141
Ungraded	264	0.4%	3
	62,112	100%	800

3. SAMPLE ISSUES WITH PARENTS OF CHILDREN WITH SEVERE OR MILD/MODERATE SPECIAL NEEDS

During the fielding of the parents of children with special needs segments, there was an issue with the samples. High percentages of parents of children with severe special needs (20.7%) and even higher percentages of parents of children with mild/moderate special needs (44.2%) reported that their child was not a special needs child. In the case of parents of children with mild/moderate special needs, fielding was directed to end by the client team with 690 of the 800 expected completions. The expected 800 interviews were completed with parents of children with severe special needs.

4. CALCULATION OF WEIGHTED AVERAGE (PARENTS OF SPECIAL NEEDS CHILDREN SATISFACTION WITH SPECIFIC SERVICES RECEIVED TO SUPPORT SCHOOL PARTICIPATION

The parent-stated incidence of receiving specific services to support their child's school participation varied, from 4% (respiratory therapy) to 83% (teacher assistant/aide). When calculating an average of the satisfaction with specific services it is inappropriate that each satisfaction score be given an equal weight, due to the varying incidences.

Therefore, before the average was calculated, the stated incidence of each specific service was multiplied by the satisfaction rating given for each service (step one). The resulting number was then increased in order to achieve a percentage based on 100% incidence (step two). The average of these numbers was then taken (step three).

The following examples illustrate these steps:

Specific Service	Stated Incidence	Satisfaction Rating
Service A	81.5%	71.0%
Service B	49.1%	72.8%

Step One: **(Incidence) x (Rating)**

Service A: 81.5% x 71.0 = 57.9

Service B: 49.1% x 72.8 = 35.7

Step Two: **Increase Filtered Base to Full Base**

Service A: 100% ÷ 81.5 = 1.2

57.9 x 1.2 = 69.5

Service B: 100% ÷ 49.1 = 2.0

35.7 x 2.0 = 71.4

Step Three: **Calculate the Average**

(69.5 + 71.4) ÷ 2 = 70.5

OUTCOME OF CALL ATTEMPTS

Outcome of Calls for Alberta Education Parents of Children with Severe Special Needs			
Code	**Description**	**Number of Calls**	**Proportion**
01	No Answer	66	2.4%
02	Busy Signal	3	0.1%
03	Answering Machine	189	6.8%
04	Fax Machine (Dialed Once)	0	0.0%
05	Refusal	392	14.1%
07	Not in Service / Disconnected	220	7.9%
08	Fax Machine (Dialed Five Times)	25	0.9%
09	Respondent Terminate	21	0.8%
10	Quota Filled	222	8.0%
12	Language / Hearing Barrier	35	1.3%
13	Respondent Away for Duration of Study	28	1.0%
40/41	Unresolved Callback	54	1.9%
61	No Special Needs Child in Household	576	20.7%
81	Duplicate Number	8	0.3%
82	Business Number	95	3.4%
-1	**Complete**	**849**	**30.5%**
TOTAL		**2,783**	**100%**

Response Rate =

$$\frac{\#\ \text{Completed Interviews} + \text{Quota Filled}}{\#\ \text{Completed Interviews} + \#\ \text{Refusals} + \#\ \text{Terminated} + \#\ \text{Language Barrier} + \#\ \text{Quota Filled} + \#\ \text{no special needs child in household}}$$

= 1071/2095 x 100

= 51%

Refusal Rate =

$$\frac{\#\ \text{of Refused} + \#\ \text{Terminated} + \#\ \text{Language Barrier} + \#\ \text{no special needs child in household}}{\#\ \text{Completed Interviews} + \#\ \text{Refusals} + \#\ \text{Terminated} + \#\ \text{Language Barrier} + \#\ \text{Quota Filled} + \#\ \text{no special needs child in household}}$$

= 1024/2095 x 100

= 49%

Outcome of Calls for Alberta Education Parents of Children with Mild / Moderate Special Needs			
Code	**Description**	**Number of Calls**	**Proportion**
01	No Answer	1	0.0%
02	Busy Signal	--	0.0%
03	Answering Machine	--	0.0%
04	Fax Machine (Dialed Once)	--	0.0%
05	Refusal	840	22.1%
07	Not in Service / Disconnected	293	7.7%
08	Fax Machine (Dialed Five Times)	25	0.7%
09	Respondent Terminate	15	0.4%
10	Quota Filled	--	0.0%
12	Language / Hearing Barrier	65	1.7%
13	Respondent Away for Duration of Study	87	2.3%
40/41	Unresolved Callback	1	0.0%
61	No Special Needs Child in Household	1679	44.2%
81	Duplicate Number	14	0.4%
82	Business Number	86	2.3%
-1	**Complete**	**690**	**18.2%**
TOTAL		**3,796**	**100%**

Response Rate =

$$\frac{\#\text{ Completed Interviews + Quota Filled}}{\#\text{ Completed Interviews + }\#\text{ Refusals + }\#\text{ Terminated + }\#\text{ Language Barrier + }\#\text{ Quota Filled + }\#\text{ no special needs child in household}}$$

= 690/3289 x 100

= 21%

Refusal Rate =

$$\frac{\#\text{ of Refused + }\#\text{ Terminated + }\#\text{ Language Barrier + }\#\text{ no special needs child in household}}{\#\text{ Completed Interviews + }\#\text{ Refusals + }\#\text{ Terminated + }\#\text{ Language Barrier + }\#\text{ Quota Filled + }\#\text{ no special needs child in household}}$$

= 2599/3289 x 100

= 79%

Outcome of Calls for Alberta Education General Public / Adult Learners			
Code	**Description**	**Number of Calls**	**Proportion**
01	No Answer	420	2.6%
02	Busy Signal	7	0.0%
03	Answering Machine	786	4.9%
04	Fax Machine (Dialed Once)	27	0.2%
05	Refusal	8552	52.8%
07	Not in Service / Disconnected	1103	6.8%
08	Fax Machine (Dialed Five Times)	472	2.9%
09	Respondent Terminate	331	2.0%
10	Quota Filled	23	0.1%
12	Language / Hearing Barrier	475	2.9%
13	Respondent Away for Duration of Study	412	2.5%
40/41	Unresolved Callback	234	1.4%
81	Duplicate Number	31	0.2%
82	Business Number	312	1.9%
-1	**Complete**	**3000**	**18.5%**
TOTAL		**16,185**	**100%**

Response Rate = # Completed Interviews + Quota Filled

Completed Interviews + # Refusals + # Terminated + # Language Barrier + # Quota Filled

= 3,023/12,381 x 100

= 24%

Refusal Rate = # of Refused + # Terminated + # Language Barrier

Completed Interviews + # Refused + # Terminated + # Language Barrier + # Quota Filled

= 9,358/12,381 x 100

= 76%

Outcome of Calls for Alberta Education Parents of ECS – Grade 12 Students			
Code	**Description**	**Number of Calls**	**Proportion**
01	No Answer	37	1.3%
02	Busy Signal	--	0.0%
03	Answering Machine	43	1.5%
04	Fax Machine (Dialed Once)	--	0.0%
05	Refusal	1274	43.4%
07	Not in Service / Disconnected	178	6.1%
08	Fax Machine (Dialed Five Times)	20	0.7%
09	Respondent Terminate	44	1.5%
10	Quota Filled	66	2.2%
12	Language / Hearing Barrier	96	3.3%
13	Respondent Away for Duration of Study	113	3.9%
40/41	Unresolved Callback	52	1.8%
61	No children in school	132	4.5%
81	Duplicate Number	9	0.3%
82	Business Number	61	2.1%
-1	**Complete**	**810**	**27.6%**
TOTAL		**2,935**	**100%**

$$\text{Response Rate} = \frac{\#\text{ Completed Interviews + Quota Filled}}{\#\text{ Completed Interviews} + \#\text{ Refusals} + \#\text{ Terminated} + \#\text{ Language Barrier} + \#\text{ Quota Filled}}$$

$$= 876/2290 \times 100$$

$$= 38\%$$

$$\text{Refusal Rate} = \frac{\#\text{ of Refused} + \#\text{ Terminated} + \#\text{ Language Barrier}}{\#\text{ Completed Interviews} + \#\text{ Refused} + \#\text{ Terminated} + \#\text{ Language Barrier} + \#\text{ Quota Filled}}$$

$$= 1414/2290 \times 100$$

$$= 62\%$$

Outcome of Calls for Alberta Education High School Students			
Code	**Description**	**Number of Calls**	**Proportion**
01	No Answer	119	4.0%
02	Busy Signal	8	0.3%
03	Answering Machine	132	4.5%
04	Fax Machine (Dialed Once)	2	0.1%
05	Refusal	802	27.2%
07	Not in Service / Disconnected	122	4.1%
08	Fax Machine (Dialed Five Times)	16	0.5%
09	Respondent Terminate	35	1.2%
10	Quota Filled	3	0.1%
12	Language / Hearing Barrier	44	1.5%
13	Respondent Away for Duration of Study	159	5.4%
40/41	Unresolved Callback	104	3.5%
61	Parent Refusal		0.0%
62	No High School Student	549	18.6%
81	Duplicate Number	10	0.3%
82	Business Number	34	1.2%
-1	**Complete**	**806**	**27.4%**
TOTAL		**2,945**	**100%**

$$\text{Response Rate} = \frac{\text{\# Completed Interviews + Quota Filled}}{\text{\# Completed Interviews + \# Refusals + \# Terminated + \# Language Barrier + \# Quota Filled}}$$

$$= 809/1690 \times 100$$

$$= 48\%$$

$$\text{Refusal Rate} = \frac{\text{\# of Refused + \# Terminated + \# Language Barrier}}{\text{\# Completed Interviews + \# Refused + \# Terminated + \# Language Barrier + \# Quota Filled}}$$

$$= 881/1690 \times 100$$

$$= 52\%$$

APPENDIX C – DEMOGRAPHIC PROFILE OF RESPONDENT GROUPS

Demographic Profile – Parents of ECS – Grade 12 Students

Gender	
Male	33%
Female	67%
Incidence of Children in Different Grades	
Kindergarten / ECS	14%
Grades 1 - 6	66%
Grades 7 - 9	45%
Grades 10 - 12	38%
Type of School Child Attending	
Public	72%
Roman Catholic Separate	21%
Protestant Separate	1%
Other Mentions	6%
Gender of Child	
Male	51%
Female	49%

Demographic Profile –High School Students

Gender	
Male	51%
Female	49%
Current Grade	
Grade 10	33%
Grade 11	31%
Grade 12	36%
Type of School Child Attending	
Public	76%
Roman Catholic Separate	18%
Protestant Separate	1%
Private	2%
Other Mentions	3%
Age	
13 years old	N/A
14	1%
15	18%
16	26%
17	37%
18	15%
19	3%
Other Mentions/Refused	1%
Type of Student	
Full-time	94%
Part-time	6%
Currently Holding Paying Job	47%
10 hrs or less worked per week	28%
11 – 20 hrs	45%
More than 20 hrs	26%

Demographic Profile – General Public / Adult Learners / Non-Adult Learners

	Adult Learners	Non-Adult Learners
Gender		
Male	43%	41%
Female	57%	59%
Number of Dependants		
None	51%	42%
One	16%	15%
Two	16%	20%
Three	9%	12%
More than three	8%	11%
Any Children in Household Attending School		
Children attending school	58%	65%
No children in household attending school	42%	35%
Age		
17 - 19 years old	11%	2%
20 – 24	19%	6%
25 – 34	25%	22%
35 – 44	24%	31%
45 – 54	15%	19%
55 – 64	4%	11%
65 and older	2%	9%
Marital Status		
Single	42%	20%
Married / Common Law	52%	66%
Widowed / Divorced / Separated	6%	12%

Demographic Profile – General Public / Adult Learners / Non-Adult Learners (cont'd)

	Adult Learners	Non-Adult Learners
Personal Income		
Less than $15,000	24%	11%
$15,000 - $24,999	12%	12%
$25,000 - $34,999	14%	17%
$35,000 - $49,999	17%	18%
$50,000 and over	24%	28%
Don't Know / Refused	10%	15%
Main Employment Status		
Employed full-time	53%	47%
Employed part-time	14%	11%
Unemployed	3%	3%
Self-employed	6%	14%
Student	16%	1%
Retired	3%	12%
Homemaker	2%	8%
Other status	2%	3%
Education Level		
Less than high school	2%	5%
Some high school	8%	10%
High school graduate	25%	34%
Some college/technical/vocational	20%	15%
Completed college/technical/ vocational	24%	24%
Some university	13%	5%
Completed university	23%	16%
Completed graduate studies	6%	6%

APPENDIX D – 2001 RESULTS - ISSUE WITH EASE OF ACCESS TO SPECIAL NEEDS SERVICES, BY SERVICE TYPE

Reasons that Teacher Assistant / Aide was not Easy to Access
- Parents of Children with Severe Special Needs -

Teacher assistant / aide	
Lack of funding for services	26%
Waiting list too long	22%
Too much red tape/bureaucracy	22%
Have to prove child is special needs/needs the service	16%
Not enough support staff/aides	11%
Finding a qualified aide	9%
Had to do it myself/no help	8%
Poor quality of service	8%
Parent and school disagreement	7%
Hard to find information (re: services)	7%
Teachers need more/better training	6%
Insufficient service	5%
No access to services	5%
School is short of money	3%
Services refused	3%
Reduced access to services	3%
Lack of cooperation by school	3%
LACK OF COMMUNICATION WITH PARENTS (NET)	**4%**
Lack of parental input	2%
Lack of communication between home and school	2%
Other Mentions	9%
Don't Know	2%

Source: Criterion Research Corp. Surveys 2001.
Note: In 2001, where respondents provided a non-precoded response, these responses were coded and reported in the appropriate tables. Previous research provided such qualitative responses in verbatim form only.

Reasons that Speech Language Therapy was not Easy to Access
- Parents of Children with Severe Special Needs -

Speech language therapy	
SERVICES/SPECIALISTS NOT AVAILABLE (NET)	**28%**
Specialists not available	25%
Resource people not offering services available	2%
Waiting list too long	22%
Insufficient service	18%
Lack of funding for services	10%
Had to do it myself/no help	8%
No access to services	8%
Hard to find information (re: services)	7%
Too much red tape/bureaucracy	7%
Reduced access to services	7%
Poor quality of service	6%
Change of doctors/staff	4%
Services refused	4%
Lack of communication between home and school	4%
Case workers too busy/difficult to reach	2%
Finding a qualified aide	2%
Other Mentions	10%
Don't Know	5%

Source: Criterion Research Corp. Surveys 2001.
Note: In 2001, where respondents provided a non-precoded response, these responses were coded and reported in the appropriate tables. Previous research provided such qualitative responses in verbatim form only.

Reasons that Physiotherapy was not Easy to Access
- Parents of Children with Severe Special Needs -

Physiotherapy	
Specialists not available	29%
The service is inconvenient	17%
Waiting list too long	12%
Insufficient service	8%
Services refused	8%
No access to services	8%
Have to prove child is special needs/needs the service	4%
Too much red tape/bureaucracy	4%
Had to do it myself/no help	4%
Too many resource people	4%
Lack of funding for services	4%
Reduced access to services	4%
Hard to find information (re: services)	4%
Poor quality of service	4%
Other Mentions	4%
Don't Know	4%

Source: Criterion Research Corp. Surveys 2001.
Note: In 2001, where respondents provided a non-precoded response, these responses were coded and reported in the appropriate tables. Previous research provided such qualitative responses in verbatim form only.

Reasons that Audiology was not Easy to Access
- Parents of Children with Severe Special Needs -

Audiology	
Waiting list too long	44%
Had to do it myself/no help	25%
Specialists not available	19%
POOR QUALITY/INSUFFICIENT SERVICE (NET)	**12%**
Poor quality of service	6%
Insufficient service	6%
Lack of funding for services	6%
No access to services	6%
Hard to find information (re: services)	6%
Lack of communication between home and school	6%
Don't Know	6%

Source: Criterion Research Corp. Surveys 2001.
Note: In 2001, where respondents provided a non-precoded response, these responses were coded and reported in the appropriate tables. Previous research provided such qualitative responses in verbatim form only.

Reasons that Occupational Therapy was not Easy to Access
- Parents of Children with Severe Special Needs -

Occupational therapy	
SERVICES/SPECIALISTS NOT AVAILABLE (NET)	**28%**
Resource people not offering services available	2%
Specialists not available	26%
Waiting list too long	18%
No access to services	12%
Insufficient service	8%
Lack of funding for services	6%
Services refused	6%
Poor quality of service	6%
Too much red tape/bureaucracy	6%
Hard to find information (re: services)	4%
Reduced access to services	4%
Have to prove child is special needs/needs the service	4%
Not offered by school	2%
School is short of money	2%
Had to do it myself/no help	2%
Change of doctors/staff	2%
The service is inconvenient	2%
Teachers need more/better training	2%
Not enough support staff/aides	2%
Poor quality equipment	2%
Parent and school disagreement	2%
Other Mentions	6%
Don't Know	4%

Source: Criterion Research Corp. Surveys 2001.
Note: In 2001, where respondents provided a non-precoded response, these responses were coded and reported in the appropriate tables. Previous research provided such qualitative responses in verbatim form only.

Reasons that Regular Medications / Injections were not Easy to Access
- Parents of Children with Severe Special Needs -

Regular medications / injections	
Waiting list too long	21%
Too much red tape/bureaucracy	17%
Hard to find information (re: services)	12%
Had to do it myself/no help	12%
Change of doctors/staff	12%
Lack of funding for services	8%
Insufficient service	8%
SERVICES/SPECIALISTS NOT AVAILABLE (NET)	4%
Resource people not offering services available	4%
Specialists not available	4%
Not offered by school	4%
Equipment and supplies are too expensive	4%
The service is inconvenient	4%
Teachers need more/better training	4%
Parent and school disagreement	4%
Other Mentions	8%
Don't Know	4%

Source: Criterion Research Corp. Surveys 2001.
Note: In 2001, where respondents provided a non-precoded response, these responses were coded and reported in the appropriate tables. Previous research provided such qualitative responses in verbatim form only.

Reasons that Equipment / Supplies were not Easy to Access
- Parents of Children with Severe Special Needs -

Equipment / Supplies	
Lack of funding for services	22%
Poor quality equipment	15%
Poor quality of service	12%
Had to do it myself / no help	12%
Too much red tape / bureaucracy	10%
Equipment and supplies are too expensive	10%
Hard to find information (re: services)	10%
Waiting list too long	10%
No access to services	7%
Parent and school disagreement	7%
CASE WORKERS TOO BUSY / DIFFICULT TO REACH (NET)	**2%**
Case workers difficult to reach	2%
Case workers – too busy/big case loads	2%
Have to prove child is special needs/needs the service	5%
The service is inconvenient	5%
Not offered by school	2%
School is short of money	2%
Services refused	2%
Teachers need more / better training	2%
Not enough support staff / aides	2%
Insufficient service	2%
Professional disagree with each other OR parents	2%
Other Mentions	2%

Source: Criterion Research Corp. Surveys 2001.
Note: In 2001, where respondents provided a non-precoded response, these responses were coded and reported in the appropriate tables. Previous research provided such qualitative responses in verbatim form only.

Reasons that Personal Counseling was not Easy to Access
- Parents of Children with Severe Special Needs -

Personal counseling	
Waiting list too long	29%
Hard to find information (re: services)	17%
Had to do it myself/no help	17%
SERVICES/SPECIALISTS NOT AVAILABLE (NET)	**15%**
Resource people not offering services available	2%
Specialists not available	12%
Too much red tape/bureaucracy	12%
Poor quality of service	10%
Have to prove child is special needs/needs the service	10%
No access to services	8%
LACK OF COMMUNICATION WITH PARENTS (NET)	**8%**
Lack of communication between home and school	4%
Lack of parental input	4%
Insufficient service	6%
The service is inconvenient	6%
Lack of funding for services	4%
Teachers need more/better training	4%
Parent and school disagreement	4%
Case workers difficult to reach	2%
Not offered by school	2%
Not enough support staff/aides	2%
Other Mentions	4%
Don't Know	10%

Source: Criterion Research Corp. Surveys 2001.
Note: In 2001, where respondents provided a non-precoded response, these responses were coded and reported in the appropriate tables. Previous research provided such qualitative responses in verbatim form only.

Reasons that Psychiatry / Psychology was not Easy to Access
- Parents of Children with Severe Special Needs -

Psychiatry / Psychology	
Waiting list too long	52%
Specialists not available	24%
Too much red tape/bureaucracy	15%
Lack of funding for services	10%
Poor quality of service	10%
Insufficient service	9%
Had to do it myself/no help	8%
Services refused	6%
Hard to find information (re: services)	6%
The service is inconvenient	4%
Lack of communication between home and school	3%
Professional disagree with each other OR parents	3%
Have to prove child is special needs/needs the service	3%
Not offered by school	3%
Finding a qualified aide	3%
No access to services	3%
Teachers need more/better training	2%
Low wages ->high turnover in staff	2%
Not enough support staff/aides	2%
Parent and school disagreement	2%
Other Mentions	4%
Don't Know	2%

Source: Criterion Research Corp. Surveys 2001.
Note: In 2001, where respondents provided a non-precoded response, these responses were coded and reported in the appropriate tables. Previous research provided such qualitative responses in verbatim form only.

Reasons that Behavioral Problem Management was not Easy to Access
- Parents of Children with Severe Special Needs -

Behavioral problem management	
Waiting list too long	16%
SERVICES/SPECIALISTS NOT AVAILABLE (NET)	**15%**
Resource people not offering services available	3%
Specialists not available	12%
Poor quality of service	14%
Teachers need more/better training	11%
No access to services	11%
Had to do it myself/no help	9%
LACK OF COMMUNICATION WITH PARENTS (NET)	**9%**
Lack of communication between home and school	5%
Lack of parental input	4%
Lack of funding for services	8%
Parent and school disagreement	8%
Hard to find information (re: services)	7%
Not enough support staff/aides	6%
Too much red tape/bureaucracy	5%
Insufficient service	4%
Have to prove child is special needs/needs the service	4%
Lack of cooperation by school	3%
Not offered by school	3%
Finding a qualified aide	3%
Professional disagree with each other OR parents	3%
Services refused	2%
Case workers difficult to reach	1%
Other Mentions	7%
Don't Know	8%

Source: Criterion Research Corp. Surveys 2001.
Note: In 2001, where respondents provided a non-precoded response, these responses were coded and reported in the appropriate tables. Previous research provided such qualitative responses in verbatim form only.

Reasons that Physical Needs were not Easy to Access
- Parents of Children with Severe Special Needs -

Physical needs	
Waiting list too long	15%
Too much red tape/bureaucracy	15%
Hard to find information (re: services)	15%
Had to do it myself/no help	10%
Lack of funding for services	10%
Service not used	5%
Have to prove child is special needs/needs the service	5%
The service is inconvenient	5%
Specialists not available	5%
Poor quality of service	5%
Lack of cooperation by school	5%
Insufficient service	5%
Parent and school disagreement	5%
Other Mentions	5%
Don't Know	5%

Source: Criterion Research Corp. Surveys 2001.
Note: In 2001, where respondents provided a non-precoded response, these responses were coded and reported in the appropriate tables. Previous research provided such qualitative responses in verbatim form only.

Reasons that Handicapped Services were not Easy to Access
- Parents of Children with Severe Special Needs -

Handicapped services	
Hard to find information (re: services)	26%
Lack of funding for services	20%
Too much red tape/bureaucracy	14%
Waiting list too long	13%
CASE WORKERS TOO BUSY/DIFFICULT TO REACH (NET)	**11%**
Case workers difficult to reach	9%
Case workers – too busy/big case loads	4%
Have to prove child is special needs/needs the service	9%
Had to do it myself/no help	9%
Poor quality of service	9%
Change of doctors/staff	6%
Resource people not offering services available	6%
LACK OF COMMUNICATION WITH PARENTS (NET)	**4%**
Lack of communication between home and school	2%
Lack of parental input	2%
Too many resource people	2%
Finding a qualified aide	2%
The service is inconvenient	2%
Services refused	6%
Other Mentions	4%

Source: Criterion Research Corp. Surveys 2001.

Note: In 2001, where respondents provided a non-precoded response, these responses were coded and reported in the appropriate tables. Previous research provided such qualitative responses in verbatim form only.

Reasons that Child Welfare was not Easy to Access
- Parents of Children with Severe Special Needs -

Child welfare	
Waiting list too long	18%
Poor quality of service	18%
Too much red tape/bureaucracy	12%
Lack of funding for services	12%
Have to prove child is special needs/needs the service	12%
Case workers – too busy/big case loads	6%
No access to services	6%
Services refused	6%
Insufficient service	6%
Lack of communication between home and school	6%
Other Mentions	29%
Don't Know	6%

Source: Criterion Research Corp. Surveys 2001.
Note: In 2001, where respondents provided a non-precoded response, these responses were coded and reported in the appropriate tables. Previous research provided such qualitative responses in verbatim form only.

Reasons that Institutional Placement was not Easy to Access
- Parents of Children with Severe Special Needs -

Institutional placement	
Waiting list too long	50%
Poor quality of service	20%
Service not used	10%
Too much red tape/bureaucracy	10%
Change of doctors/staff	10%
No access to services	10%
Teachers need more/better training	10%
Don't Know	20%

Source: Criterion Research Corp. Surveys 2001.
Note: In 2001, where respondents provided a non-precoded response, these responses were coded and reported in the appropriate tables. Previous research provided such qualitative responses in verbatim form only.

Reasons that Other Services were not Easy to Access
- Parents of Children with Severe Special Needs -

Other services	
Waiting list too long	38%
Too much red tape/bureaucracy	24%
Specialists not available	16%
Lack of funding for services	16%
Hard to find information (re: services)	14%
Had to do it myself/no help	11%
Poor quality of service	5%
Finding a qualified aide	5%
Services refused	5%
Insufficient service	5%
Parent and school disagreement	3%
Lack of communication between home and school	3%
Have to prove child is special needs/needs the service	3%
Not offered by school	3%
The service is inconvenient	3%
No access to services	3%
Teachers need more/better training	3%
Not enough support staff/aides	3%
Other Mentions	11%

Source: Criterion Research Corp. Surveys 2001.
Note: In 2001, where respondents provided a non-precoded response, these responses were coded and reported in the appropriate tables. Previous research provided such qualitative responses in verbatim form only.

Reasons that Teacher Assistant / Aide was not Easy to Access
- Parents of Children with Mild / Moderate Special Needs

Teacher assistant / aide	
Not enough support staff/aides	62%
Had to do it myself/no help	29%
Lack of funding for services	21%
Waiting list too long	19%
Poor quality of service	16%
Teachers need more/better training	13%
Resource people not offering services available	12%
Parent and school disagreement	8%
Insufficient service	7%
Have to prove child is special needs/needs the service	7%
Lack of communication between home and school	6%
Finding a qualified aide	5%
No access to services	5%
Reduced access to services	5%
Lack of cooperation by school	4%
Too much red tape/bureaucracy	4%
Case workers – too busy/big case loads	2%
School is short of money	2%
Services refused	2%
Other Mentions	10%
Don't Know	4%

Source: Criterion Research Corp. Surveys 2001.
Note: In 2001, where respondents provided a non-precoded response, these responses were coded and reported in the appropriate tables. Previous research provided such qualitative responses in verbatim form only.

Reasons that Speech Language Therapy was not Easy to Access
- Parents of Children with Mild / Moderate Special Needs

Speech language therapy	
Waiting list too long	33%
Specialists not available	26%
Not enough support staff/aides	23%
Poor quality of service	18%
Lack of funding for services	13%
Reduced access to services	13%
Had to do it myself/no help	10%
Insufficient service	10%
Hard to find information (re: services)	8%
Teachers need more/better training	8%
Resource people not offering services available	8%
No access to services	8%
Have to prove child is special needs/needs the service	5%
Not offered by school	3%
School is short of money	3%
Too much red tape/bureaucracy	3%
Finding a qualified aide	3%
Services refused	3%
Other Mentions	3%
Don't Know	3%

Source: Criterion Research Corp. Surveys 2001.
Note: In 2001, where respondents provided a non-precoded response, these responses were coded and reported in the appropriate tables. Previous research provided such qualitative responses in verbatim form only.

Reasons that Audiology was not Easy to Access
- Parents of Children with Mild / Moderate Special Needs

Audiology	
Waiting list too long	50%
Insufficient service	36%
Specialists not available	14%
Poor quality of service	14%
Teachers need more/better training	14%
Had to do it myself/no help	7%
Reduced access to services	7%
Resource people not offering services available	7%
Not enough support staff/aides	7%
Lack of cooperation by school	7%
Don't Know	21%

Source: Criterion Research Corp. Surveys 2001.
Note: In 2001, where respondents provided a non-precoded response, these responses were coded and reported in the appropriate tables. Previous research provided such qualitative responses in verbatim form only.

Reasons that Occupational Therapy was not Easy to Access
- Parents of Children with Mild / Moderate Special Needs

Occupational therapy	
Waiting list too long	27%
Had to do it myself/no help	23%
Not enough support staff/aides	23%
Specialists not available	18%
Poor quality of service	18%
Resource people not offering services available	18%
Have to prove child is special needs/needs the service	9%
No access to services	9%
CASE WORKERS (NEGATIVE) NET	**9%**
Case workers – too busy/big case loads	9%
Case workers difficult to reach	4%
Not offered by school	4%
The service is inconvenient	4%
Lack of funding for services	4%
Services refused	4%
Low wages ->high turnover in staff	4%
Lack of cooperation by school	4%
Other Mentions	9%
Don't Know	9%

Source: Criterion Research Corp. Surveys 2001.
Note: In 2001, where respondents provided a non-precoded response, these responses were coded and reported in the appropriate tables. Previous research provided such qualitative responses in verbatim form only.

Reasons that Equipment / Supplies were not Easy to Access
- Parents of Children with Mild / Moderate Special Needs

Equipment / Supplies	
Had to do it myself/no help	46%
Waiting list too long	36%
Hard to find information (re: services)	27%
Resource people not offering services available	18%
No access to services	18%
Poor quality of service	18%
CASE WORKERS (NEGATIVE) NET	**9%**
Case workers difficult to reach	9%
Case workers – too busy/big case loads	9%
School is short of money	9%
Too much red tape/bureaucracy	9%
Equipment and supplies are too expensive	9%
Lack of funding for services	9%
Reduced access to services	9%
Teachers need more/better training	9%
Not enough support staff/aides	9%
Lack of cooperation by school	9%
Poor quality equipment	9%

Source: Criterion Research Corp. Surveys 2001.

Note: In 2001, where respondents provided a non-precoded response, these responses were coded and reported in the appropriate tables. Previous research provided such qualitative responses in verbatim form only.

Reasons that Personal Counseling was not Easy to Access
- Parents of Children with Mild / Moderate Special Needs

Personal counseling	
Not enough support staff/aides	29%
Had to do it myself/no help	25%
Waiting list too long	25%
Poor quality of service	21%
No access to services	14%
Specialists not available	11%
Hard to find information (re: services)	11%
Lack of funding for services	11%
Too much red tape/bureaucracy	7%
Resource people not offering services available	7%
Teachers need more/better training	7%
Lack of cooperation by school	7%
Parent and school disagreement	7%
Case workers – too busy/big case loads	4%
Not offered by school	4%
Finding a qualified aide	4%
The service is inconvenient	4%
Insufficient service	4%
Lack of communication between home and school	4%
Don't Know	11%

Source: Criterion Research Corp. Surveys 2001.
Note: In 2001, where respondents provided a non-precoded response, these responses were coded and reported in the appropriate tables. Previous research provided such qualitative responses in verbatim form only.

Reasons that Psychiatry / Psychology was not Easy to Access
- Parents of Children with Mild / Moderate Special Needs

Psychiatry / Psychology	
Waiting list too long	34%
Had to do it myself/no help	32%
Resource people not offering services available	18%
Specialists not available	13%
Teachers need more/better training	10%
Parent and school disagreement	10%
Lack of funding for services	8%
Not enough support staff/aides	8%
CASE WORKERS (NEGATIVE) NET	**8%**
Case workers difficult to reach	5%
Case workers – too busy/big case loads	5%
Finding a qualified aide	5%
The service is inconvenient	5%
No access to services	5%
Reduced access to services	5%
Hard to find information (re: services)	5%
Lack of cooperation by school	5%
Insufficient service	5%
Have to prove child is special needs/needs the service	3%
Services refused	3%
Too much red tape/bureaucracy	3%
Poor quality of service	3%
Other Mentions	8%
Don't Know	5%

Source: Criterion Research Corp. Surveys 2001.
Note: In 2001, where respondents provided a non-precoded response, these responses were coded and reported in the appropriate tables. Previous research provided such qualitative responses in verbatim form only.

Reasons that Behavioral Problem Management was not Easy to Access
- Parents of Children with Mild / Moderate Special Needs

Behavioral problem management	
Had to do it myself/no help	35%
Poor quality of service	28%
Not enough support staff/aides	26%
Waiting list too long	20%
Teachers need more/better training	16%
Resource people not offering services available	14%
Parent and school disagreement	12%
Specialists not available	10%
CASE WORKERS (NEGATIVE) NET	**10%**
Case workers – too busy/big case loads	8%
Case workers difficult to reach	6%
Hard to find information (re: services)	8%
Lack of cooperation by school	8%
No access to services	6%
Lack of communication between home and school	6%
The service is inconvenient	6%
Lack of funding for services	6%
Have to prove child is special needs/needs the service	4%
Not offered by school	4%
Too much red tape/bureaucracy	4%
Services refused	4%
Reduced access to services	4%
School is short of money	2%
Finding a qualified aide	2%
Lack of parental input	2%
Insufficient service	2%
Don't Know	8%

Source: Criterion Research Corp. Surveys 2001.

Note: In 2001, where respondents provided a non-precoded response, these responses were coded and reported in the appropriate tables. Previous research provided such qualitative responses in verbatim form only.

Reasons that Child Welfare was not Easy to Access
- Parents of Children with Mild / Moderate Special Needs

Child welfare	
Resource people not offering services available	27%
Waiting list too long	18%
Poor quality of service	18%
Have to prove child is special needs/needs the service	9%
Too much red tape/bureaucracy	9%
Had to do it myself/no help	9%
Reduced access to services	9%
Hard to find information (re: services)	9%
Not enough support staff/aides	9%
Lack of cooperation by school	9%
Insufficient service	9%
Parent and school disagreement	9%
Don't Know	18%

Source: Criterion Research Corp. Surveys 2001.

Note: In 2001, where respondents provided a non-precoded response, these responses were coded and reported in the appropriate tables. Previous research provided such qualitative responses in verbatim form only.

Reasons that Other Services were not Easy to Access
- Parents of Children with Mild / Moderate Special Needs

Other services	
Had to do it myself/no help	40%
Not enough support staff/aides	30%
No access to services	20%
Reduced access to services	20%
Poor quality of service	20%
Resource people not offering services available	15%
Waiting list too long	10%
Have to prove child is special needs/needs the service	10%
Insufficient service	10%
Not offered by school	5%
Too much red tape/bureaucracy	5%
Finding a qualified aide	5%
The service is inconvenient	5%
Lack of funding for services	5%
Teachers need more/better training	5%
Lack of cooperation by school	5%
Don't Know	5%

Source: Criterion Research Corp. Surveys 2001
Note: In 2001, where respondents provided a non-precoded response, these responses were coded and reported in the appropriate tables. Previous research provided such qualitative responses in verbatim form only..

APPENDIX E – TABLE OF CONFIDENCE BOUNDS

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